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ABSTRACT

This handbook is designed for tutors in a language arts tutorial program for migrant students who are deficient in reading and language skills. Introductory materials discuss the special problems of migrant children, point to programs developed to meet their needs, and explain the basic design of the tutorial program. The handbook then discusses the following topics: the program rationale and objectives; program planning and organization; personnel responsibilities; tutor-training techniques; methods for establishing positive relationships and for responding to unexpected situations; child growth and development; reading disabilities; issues, trends, and approaches related to the teaching of reading; methods for diagnosing students' educational needs; ways of using curriculum materials, audiovisual equipment, and enrichment activities; methods for evaluating tutorial performance, student achievement, and the tutorial program; and a system for transferring the records of migrant students. An appendix provides a glossary of reading terms, lists of relevant curriculum bulletins and professional readings, and samples of forms, guidelines, and checklists used in the tutorial program. (GW)

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LANGUAGE ARTS

TUTORIAL HANDBOOK

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FLORIDA MIGRATORY CHILD
COMPENSATORY PROGRAM

Florida Department of Education

January, 1975

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PREFACE

Migrant children are not often found in the classroom and, when they are, they present a pitiable picture of a nation's neglect and indifference. Going to school two or three months out of the year--at the most from four to five--and sometimes not at all, migrant children are both retarded in grade achievement and unreached by common teaching practices. To point out that thousands of these youngsters are growing up illiterate and unskilled is to urge a crash program to extend educational opportunities for migrant children, but it is also to acknowledge an array of problems that is staggering.

A constellation of difficulties clusters around the fact of migrancy. The transient child is frequently considered ineligible for school enrollment. When he can be accepted by the local district, he is more apt to work in the field than to study in the classroom. Grinding poverty and ignorance force his parents to be indifferent to anything but the pittance his labor represents. Moving from one community to another, the migrant child makes no friends and forms no ties to school, teachers, or classmates. Continuously interrupted studies negate achievement and build formidable barriers to self-confidence and self-respect. Without special help, the migrant child can never hope to keep up with his age peers, and each year of accumulating retardation carries with it a growing indifference to learning.

If the fact of migrancy oppresses the child, it also compounds the difficulties of the teacher and the school. Irregular arrivals and departures of unspecified numbers can make a shambles of a school program. Lack of records create problems of grade placement that may be further aggravated by language difficulties. Staff shortages for peak enrollment periods and teachers inadequately prepared to meet the needs of already disadvantaged children produce tragic conditions that defy easy solution. Teaching materials, too, are frequently without relevance to the age of the child and the degree of his grade retardation, or to his own cultural background.

All these factors overlap and reinforce one another. Because of his handicaps the migrant child may be either a retarding influence in the classroom or overlooked and disregarded altogether. It takes more funds than the community can generally make available to provide the specialized kind of attention his problems demand. Since his needs cannot be met, he is not encouraged to enroll in the school for the short time that he is in the community. Since he is seldom forced to go to school, and when attending meets such powerful deterrents to learning, the migrant child becomes an early, unnoticed and almost automatic school dropout. Unprepared to take his place in an increasingly technological society, he is virtually condemned to repeating the desperate poverty pattern of his parents. Few societies can afford the appalling human and social costs such deprivation represents.

What can be done? What is being done?

More and more frequently state departments of education are seeking ways to meet the specialized needs of migrant children. Some states have developed curricula for the bicultural child, others offer summer classes or intensive programs. A number of states urge cooperation across state lines so that common programs of learning and record keeping may be projected.

An important development has been the formation of the National Committee on the Education of Migrant Children, which works at national, regional, and state levels to encourage school districts to get and keep the migrant child in school. The Committee is particularly interested in the expansion and improvement of educational opportunities in those states which the migrants call home. Thousands of children are in home base areas for several months before they begin their annual pilgrimage from state to state. The Committee carries on an active field consultation program in these areas on the premise that intensive home base programs will not only lay a foundation for learning but also lighten the task of educators in the states where the migrant child is only transient, by enabling them to build on what he has already learned. The Committee also maintains a clearinghouse for educators and an information program for citizen's groups. Its workshops and conferences bring a varying group of educators and migrant specialists together to plan curricula content suitable for migrant children and to try to coordinate school attendance and child labor legislation across state lines.

The U.S. Senate, too, has expressed its concern for the education of migrant children by passing bills to give financial assistance to the several states undertaking educational programs and to tighten federal child labor laws.

The migrant child can be educated, but first he must be reached. In the final analysis, this is the community's responsibility. It is the support of the individual citizen that is needed by the state departments of education, which plan the programs, by the state legislatures, which vote the extra funds, by the local school districts, which enforce school attendance laws. It is the welcoming hand of the individual teacher, the concern of the individual neighbor that is needed by the migrant stranger who is a child in their midst.

In an effort to meet the needs of migrant youth, Ulysses G. Horne, Director of Region III, Florida Migratory Child Compensatory Program, suggested that the Reading consultants in the Broward County Migrant Program plan and organize a Tutorial Reading Program that would accomplish these objectives; (1) Improve the reading and language abilities of migrant students (2) Provide each student with frequent evidence of their progress and growth (3) Encourage and support the positive behavior of each student.

During the 1971-72 school year, the reading staff, Helen Cooter, Ruthel Hankerson, Sandra Kreider, the writer and the Coordinator, Marion Crawford initiated research in this direction. Letters were written to Universities, institutes and School Systems requesting any information regarding Tutoring or Tutorial Programs. Several weeks were spent surveying literature and reviewing available films on the use of tutors, teacher-aides or teacher assistants. Many ideas were gained from this material. However, it was discovered that not one program was suitable for our specific purpose. Most of the literature surveyed was concerned with enrichment rather than reading. Even though enrichment is a vital part of any program, the staff felt that it should not be the entire program.

The Broward County Tutorial Reading Program which is now referred to as the Language Arts Tutorial Program, is now in its fourth year. It is one of the few programs that train and pay paraprofessionals to diagnose reading problems and prescribe adequate reading instruction. Since the initiation of this Program, the reading staff has been requested by other states serving migrant students to disseminate information on the replication of this tutorial program. Indeed, it has been so successful with increasing the reading achievement of migrant students that the state of Florida decided to use this approach in language development with most of its elementary and secondary migrant pupils.

While preparing this guide, an attempt was made to provide suggestions for administrators as well as for tutors. However, it should be remembered that some of this information should be modified or expanded to meet the specific objectives of a given program.

Mary E. Dorsey

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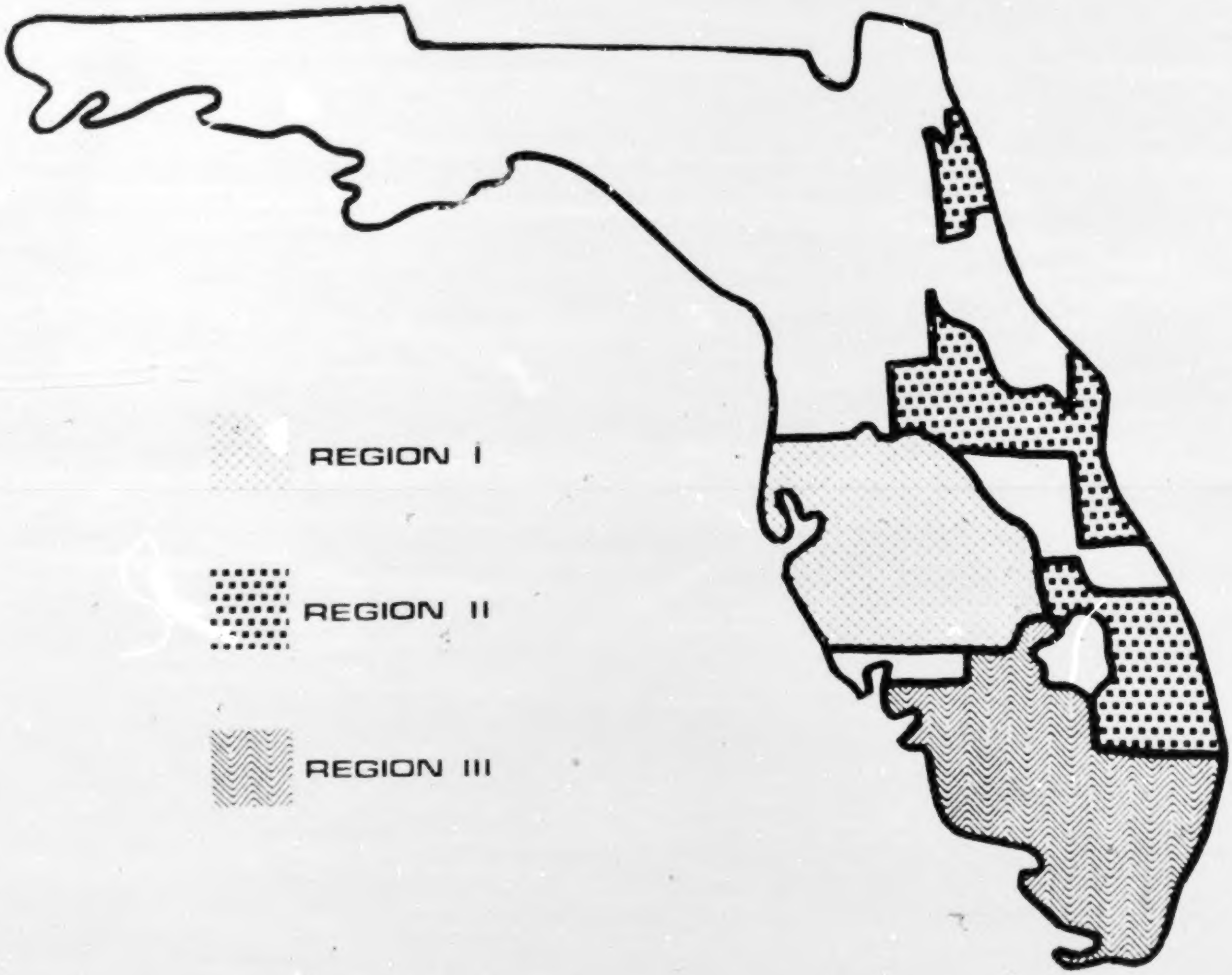
FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM



INTRODUCTION

This Handbook is designed for tutors who will be working with migrant students who are deficient in reading and language skills. (A migrant child is one who has moved with his family from one school district to another during the past year in order that a parent or other member of his immediate family may work in agriculture or related food processing activities).

The techniques and procedures described in this guide have been successful with many students because the tutors were dedicated, receptive and creative. As paraprofessionals are hired to work with students, administrators should select those who enjoy working with children. A good tutor will spend most of the time asking questions and getting the student to think for himself. If a tutor does give an answer, he should make sure that his student understands how he arrived at the answer. This way the student will learn to think out the answer later when he is in class or taking a test.

A brief description of the contents of this guide follows: Chapter I explains the rationale for organizing the program, the specific objectives and the procedures used to evaluate each objective.

Chapter II discusses items that must be considered when initiating this program. Such topics as hiring tutors, planning for training sessions and scheduling pupils are discussed.

Chapter III describes the duties and responsibilities of the tutorial staff. Special attention is focused on some characteristics of a good tutor.

Chapter IV through XIV outlines the areas that are emphasized during preservice and in-service training. Some attention is given to techniques for instructing Spanish-speaking students.

Chapter XV is concerned with the utilization of materials to extend and enrich the experiences of students. This would include the use of books, films, filmstrips and records to develop meaningful concepts and enhance cultural awareness.

Policies and procedures used to evaluate tutor training and the tutorial program are described in Chapters XVI and XVII. Local, state and national guidelines are included. The last chapter, number XVIII explains the Record Transfer System and how it communicates vital information to receiving Counties or States.

It is the belief of the reading staff that this handbook will assist others if, it is remembered that a tutorial program such as this, requires a great deal of team planning, team cooperation and extreme dedication to the education of migrant students.

In an attempt to provide the reader with an overview of the purposes and functions of the Language Arts Tutorial Program, some questions and answers have been extracted from the entire handbook.

1. WHY WAS IT DEEMED NECESSARY TO INITIATE A TUTORIAL PROGRAM?

In Florida, migratory students attend classes with non-migratory students. In order to be most effective toward serving the needs of these children, a program was devised which would serve them directly. Only eligible students (as defined by federal guidelines) are served by the Tutorial Program.

Also, because of Florida harvesting seasons, the majority of our students enter Florida schools after classes have begun. Because of their late entry, they are unable to take advantage of other special programs offered at their school, because these programs are filled to capacity when they arrive. In the Tutorial Program late migratory students are welcomed, pre-tested and enrolled in the program. (Pre-test information is also shared with their classroom teacher.)

2. WHICH FLORIDA SCHOOLS RECEIVE TUTORS?

Schools participating in the Language Arts Tutorial Program meet the following criteria:

A. Have at least fifteen eligible students

B. Wish to participate in the program

C. Have adequate space for small group instruction (see Question 10)

D. Are willing to cooperate with both local and regional Language Arts personnel in initiating, as well as maintaining the program.

E. Assign a faculty member with the duties of Tutorial Teacher

3. WHAT STEPS ARE FOLLOWED TO INITIATE THE PROGRAM IN A SCHOOL?

The following steps occur sequentially:

A. Meet with the school administrator and staff to explain program objectives and procedures.

B. Provide Student Referral Forms to be completed and returned.

C. Send the Student Referral Forms to the Migrant Student Record Transfer System for verification of pupil eligibility.

D. Schedule each eligible student for tutoring. (Students are usually scheduled during their English or Language Arts period.)

4. WHAT ARE SOME OF THE UNIQUE FEATURES OF THIS TUTORIAL PROGRAM?

There is intensive Tutor and Tutorial Teacher training. Tutors are full-time, paid personnel. Also, the Tutorial Program is a language-oriented program with special provisions made for Spanish-speaking students. The program is continously evaluated at all levels.

5. HOW LONG DOES A CHILD REMAIN IN THE TUTORIAL PROGRAM?

A child will remain in the program until he has mastered the Language Arts skills he needs in order to function successfully at his grade level.

6. ARE THE DATES FOR THE TUTORIAL PROGRAM THE SAME AS FOR THE REGULAR SCHOOL YEAR?

Yes, with the exception of August and September. In August, tutors and tutorial teachers attend training sessions. In September, they screen potential pupils and prepare for their students. Students usually begin attending tutoring sessions during the first week of October. Tutoring ends when school ends, although students are post-tested during the first week in May.

7. WHAT IS THE TUTOR-PUPIL RATIO?

The average tutor-pupil ratio is 1:3 per tutoring session.

8. WHAT ARE THE DUTIES AND RESPONSIBILITIES OF THE TUTORS?

Each tutor works with approximately fifteen students (preferably in five groups of three students each day). In addition to the actual classroom tutoring, each tutor is also responsible for planning during a scheduled planning period.

9. WHAT ARE THE DUTIES OF THE TUTORIAL TEACHER?

A Tutorial Teacher has the following responsibilities:

A. Observes each tutor to see if he is working satisfactorily with his students and reports these findings to the Regional Program Consultant for that school.

B. Provides on-site supervision and continuous in-service training to each tutor.

C. Completes Student Referral Forms before scheduling pupils.

D. Schedules or assists with students scheduling.

E. Provides instruction to small groups of students.

F. Takes charge of other situations involving the Tutor and contacts the Regional Program Consultant, as necessary.

10. WHAT FACILITIES ARE REQUIRED AT A SCHOOL FOR THE TUTOR?

Tutors and tutees need an area that is adequately lighted, is removed from noise and disturbance and is large enough to accommodate three students, the tutor and the necessary language arts materials. The migrant program supplies all language arts materials and teaching supplies while the school provides space and furniture.

11. HOW LONG DOES THE TUTOR WORK WITH A STUDENT?

The tutors work with three students individually and as a group during tutorial periods. Individual assistance is provided each student as necessary.

12. WHAT HAPPENS WHEN A STUDENT MOVES AWAY?

Records are filled out and given to the Transfer Record Specialist. The Transfer Record Specialist teletypes this information to the receiving school.

13. HOW LONG ARE THE TUTORING SESSIONS?

Tutoring sessions are one class period of approximately forty to forty-five minutes long. On some rare occasions, when there is only one student scheduled per period, the class period is reduced to twenty minutes.

14. WHAT MATERIALS ARE USED IN THE TUTORIAL PROGRAM?

All students are exposed to the Criterion Assessment System, the High Intensity Mangement System or the Oral Language Assessment programs. Materials which we believe correlate effectively with these programs are (1) the Ginn Work Enrichment Program, (2) Sullivan Programmed Readers, (3) Merrill Linguistic Readers, (4) Lyons & Carnahan's "Phonics

We Use", (5) Webster Readers, (6) Reader's Digest Skill Builders, (7) SRA Materials, (8) We are Black, (9) Instant Readers, (10) Webster Word Wheels, (11) Dclch Popper Words, (12) California H-200 "Teaching English Early" and (13) Let's Learn Language.

15. WHAT ARE THE REQUIREMENTS FOR BECOMING A TUTOR?

A tutor must have at least a high school education, or its equivalent, and mastery of the English language. It is also highly desirable that a tutor has had experience working with children.

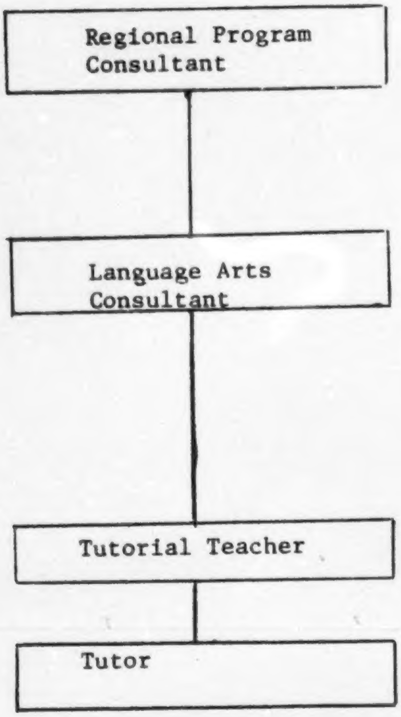
16. HOW ARE TUTOR'S SALARIES DETERMINED?

Tutors are paid according to a salary scale which considers their educational background, performance and experience. This salary scale is determined by each participating county.

17. WHAT ARE THE CRITERIA FOR STUDENT SELECTION?

Each student must be the son or daughter of a migratory agricultural worker, and his or her migratory status must be confirmed through the Migrant Student Record Transfer System. Children accepted into the tutorial program are either reading two years below their grade level or lack proficiency in the English language.

18. WHAT IS THE ADMINISTRATIVE STRUCTURE OF THE PROGRAM?



- head of the program

- supervises tutorial teachers and tutors for a given county within the Region. (Local Head Teachers are often Language Arts Specialists, Curriculum Specialists or Reading Supervisors.)

- supervises and assists approximately ten tutors as well as tutors fifteen students.

- one tutor per fifteen students (Exceptions - ESL and High Intensity)

19. WHAT ARE THE BASIC AREAS TO BE CONSIDERED WHEN PLANNING FOR TUTOR TRAINING?

There are eight areas which we consider when planning Tutor Training. They are:

the needs of tutors - Background information of the program as well as each tutor's previous experience may be determined by pre-tests and/or surveys.

program and training objectives - What skills will the tutors need? What areas will be emphasized during training? How much time is adequate for training? Have provisions been made for release time?

the time factor	How much time is available for tutor training? Is the time adequate for training? Have provisions been made for release time?
the amount of consultant assistance available	Will there be personnel (and will they have the time) to assist with tutor training?
the types of tutor participation	What types of activities will the tutor perform during training? Which types of activities can best enhance each tutor's skills? (We have chosen a multi-sensory approach toward tutor training. Ninety percent of tutor training time is spent in activities and exercises where each tutor "does". Ten percent of training time is spent in "seeing and listening" activities.)
methods for evaluating tutor progress	Have tutors grasped the skills which have been taught? Are the tutors being post-tested in order to answer this question? If they have not understood, has time been allowed for reviewing or re-teaching, as necessary?
and methods of follow up	Tutorial workshop participants have had much to learn during training. How are they applying their newly learned knowledge? (We reinforce knowledge and skills acquisition through trial teaching sessions where each tutor is evaluated by a team which consists of his peers, as well as the training staff.)

20. HOW ARE TUTORS TRAINED?

Tutors are provided with intensive training for approximately three weeks. They are exposed to materials and techniques, as well as given the opportunity to study materials and teach skills.

21. HOW ARE LESS EFFECTIVE TUTORS ASSISTED?

Less effective tutors receive more assistance and supervision from their tutorial teacher as well as from head teachers and the regional program consultant. These persons provide the tutor with assistance by suggesting materials and techniques as well as by demonstrating and actually teaching some sessions for the tutor's observation.

22. HOW OFTEN DOES THE TUTORIAL TEACHER, HEAD TEACHER AND PROGRAM CONSULTANT VISIT A TUTOR?

As often as necessary. Some tutors may naturally need more assistance then others.

23. WHAT ARE THE PROCEDURES FOR REPORTING ABSENCES?

The tutor must notify the school, the office and his tutorial teacher when he will be absent. Substitute tutors are provided in counties where substitutes are desired.

24. IS THE TUTORIAL PROGRAM STRICTLY ACADEMIC?

The Tutorial Program is basically academic or language oriented; however, enrichment activities which can enlarge a child's language skills are provided as necessary. These activities include field trips and other activities which take place away from the school.

25. DOES THE PROGRAM PROVIDE SERVICES OTHER THAN THOSE WHICH DEVELOP LANGUAGE ARTS SKILLS?

Yes. The tutorial teacher and/or the tutor may request health or supportive services. Health services include dental care, eye examinations and glasses, physical examinations, clothing and shoes, as necessary. Supportive services are services performed by a Social Educator or Community Health Worker such as visiting a student's home because of his absence from school.

26. WHAT HAPPENS IF A STUDENT COMPLETELY LOSES INTEREST IN THE PROGRAM?

Each pupil is approached as an individual, receiving much encouragement and motivation. If the student loses interest, additional attention is given to him. However, if he wishes to drop out of the program, he may do so. If this happens, another student wishing to participate in the program will take his place.

27. WHAT TYPE OF DIAGNOSTIC AND ACHIEVEMENT INFORMATION IS REQUIRED FOR EACH PARTICIPATING STUDENT?

The following information about each student is required for placement and evaluative purposes:

Oral Language Assessment (OLA)
Criterion Assessment
High Intensity (Includes Placement, as well as Check-in Check-out Tests)
Individual Student Inventories (Reading and Interest)
Pre-and-Post-Standardized Tests
Informal Reading Inventories (To determine instructional level)

28. WHAT PROCEDURES AND METHODS ARE USED TO DETERMINE THE EFFECTIVENESS OF EACH TUTOR?

Individual tutor effectiveness is determined through a combination of (1) constant supervision, (2) a competency-based Tutor Evaluation Checklist, (3) individual tutor response during the training period, (4) the tutor's record of absenteeism, and (5) pupil growth achieved by each tutor's students under his (or her) direction, including the students' personal behavior, as well as their skills growth.

29. WHAT HAS BEEN THE PARENTAL ATTITUDE TOWARD THE PROGRAM?

Parents who have visited the tutoring sessions have both been pleased and surprised by the personalized instruction provided for their child.

30. ARE CLASSROOM TEACHERS COOPERATIVE WITH AND RECEPTIVE TO THE PROGRAM?

Yes. Teachers have been cooperative as well as grateful for any assistance given to their students. In many instances, teachers have requested additional help from a tutor.

CHAPTER I

DESCRIPTION OF PROJECT ACTIVITY

The following pages are a part of the total migrant project. These are the state guidelines under which all Florida Language Arts Tutorial Programs operate. The initial page listing the schools and children to be serviced must be completed by each County participating in the tutorial program.

All exceptions to these procedures must be submitted to each regional director.

Language Arts Tutorial Program - Personalized Services

Number of migrant students to be served ____________________

Number of Professionals:
  a. Tutorial Teachers ________________________________
  b. County Migrant Language Arts Consultant ________________________________

Number of Months Employed:
  a. Tutorial Teachers ________________________________
  b. County Migrant Language Arts Consultant ________________________________

Number of Non-Professionals to be employed __________________

Number of Days Non-Professional to be employed ______________

Organizational Form - Language Arts Component:

County ____________
Region ____________

School	Grade Levels Served	No. Children			No. Tu. Teas.*			No. Tutors*		
		ESL	CRA	HI	ESL	CRA	HI	ESL	CRA	HI

*Where more than one school is served, list base school first followed by all other schools served by this person.

INTRODUCTION

The underlying philosophy of the FMCCP, Language Arts Program is to provide a supplementary individualized program to prepare the student as soon as possible for entry, or in many cases, for re-entry into the school's regular Language Arts Program. Within the framework of language arts, a tutorial program will be implemented to serve both English and non-English speaking students.

RATIONALE

Because migrant children lead a very mobile life and come from distinctively different cultural backgrounds from the mainstream children, often their language arts needs cannot be met in the regular classroom setting. It is our responsibility as educators to meet the needs of all of Florida's and indeed the nation's children.

One of today's most exciting challenges is to teach children to read. To learn to read one must first learn to orally communicate. Language development begins at birth for all children; however, not all children have equal opportunities for oral language development. When a child speaks Spanish or an English dialect as his native language, he must be taught Standard English to succeed in Florida's schools. The developmental process often can be expedited when a personalized approach of instruction is used. The FMCCP proposes to aid the migrant children in Florida by supplying tutorial teachers and tutors to provide a personalized program at whatever the level of each child's language/reading development. Such a program will relate to the world of work and will thereby make the child's learning of the basic skills more realistic and relevant.

NATIONAL GOALS

1. To provide the opportunity for each migrant child to improve communication skills necessary for varying situations.
2. To provide specially designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

STATE GOALS

To provide experiences which will enable the migrant child to:

1. Listen, speak, read, and write commensurate with his capabilities in order to prepare him for entry or re-entry into the school's regular language arts program.

PROGRAM GOALS

To provide experiences which will enable the child to:

1. Develop language concepts,
2. Listen, speak, read, and write,
3. Demonstrate an awareness of career opportunities, skills and tools, contributions to society, and identify subject area skills needed and utilized in the world of work, and an awareness of the worth and dignity of work and the individual, the value of education and/or training, self-evaluation in relation to career goals,
4. Develop competence in decision making,
5. Participate in a variety of career related activities, and hands-on experiences commensurate with his regular school program to students or similar capabilities and grade placement.

PROGRAM OBJECTIVES

See following page

PROGRAM DESCRIPTION

Through a tutorial program it is the intent of the FMCCP to incorporate all areas of language arts in a unified program. Personalized services will be provided through tutorial assistance to individuals and small groups of English and non-English speaking students.

In addition to the language arts consultants, the tutorial program will be staffed with tutors and tutorial teachers. Both the tutors and tutorial teachers will be housed in schools with a high concen-

PROGRAM OBJECTIVES

Expected Performance or Outcome (Objective)	Strategies or Procedures to be Used To Meet Objective	Evaluative Technique To Be Used
1. Given the benefit of a minimum of 80 hours or more of instruction in the tutorial program, the student will demonstrate a mean gain of one month for every 20-21 hours of instruction in overall reading achievement as measured by a standardized reading test.	1. Diagnostic information obtained through the use of the Criterion Assessment System and High Intensity Learning System-Reading will be utilized to prescribe a personalized reading program. Instruction will include the use of a multi-sensory approach to learning.	1. A Standardized Reading Achievement Test will be administered to students as a pre and post test.
2. Given the benefit of the tutorial program, the student will demonstrate increased oral language skills.	2. Diagnostic information obtained through the use of ______________ test will be utilized to prescribe a personalized oral language program. Instruction will include the use of a multi-sensory approach to learning.	2. Pending the development of a standardized oral language test, the statistical significant of gains will be determined.
3. Each migrant student will receive consistent support in his attempts to read and transfer learning in a variety of settings.	3. Tutors will plan varied experiences and select appropriate materials to insure progress to levels of increasing difficulty.	3. Tutorial-Teacher and Tutor will keep accurate records of student's progress which will be shared with the regular classroom teacher.

tration of migrant students. The program will be designed to give tutorial assistance to those migrant students who have language differences and/or reading difficulties which cannot be facilitated in the school's regular developmental language arts program. Those Spanish-speaking students of pre-school age needing a special oral language program may have this provided by a trained Early Childhood teacher or aide or may be scheduled into the tutorial program. Both tutors and tutorial teachers, and where necessary, Early Childhood teachers will be trained by Language Arts Consultants.

The tutorial teachers will give training, and direct assistance to the tutors with periodic consultative services given by the Language Arts Consultants.

A tutorial unit will consist of one (1) tutorial teacher and a maximum of ten (10) tutors.

PRESERVICE AND IN-SERVICE TRAINING

A program of preservice and in-service training should be planned and/ or conducted by the Language Arts Consultants, and Supportive Services Consultants.

The preservice and in-service program will be presented in detail under a separate cover; however, it will include training in the following:

a. diagnosis of language differences and reading difficulties;

b. techniques of language acquisition and remediation of reading difficulties;

c. materials appropriate for diagnosis of language acquisition, remediation of reading difficulties, and career awareness;

d. tutorial techniques;

e. life-style and cultural backgrounds of migrant students;

f. Migrant Student Record Transfer System;

g. interpersonal relations;

h. techniques of administration of testing instruments;

i. techniques of training tutors.

APPROVED PROCEDURES FOR IMPLEMENTATION

1. At the beginning of each school year, the Language Arts Consultants will explain the program to school officials, principals, and staff.

2. Each county will submit in writing to the Language Arts Consultant the qualifications of each tutor and tutorial teacher.

3. Prospective tutors will agree in writing to successfully complete the training program provided by the Language Arts Consultant as a condition for employment.

4. Scheduling Procedures:

    a. Tutors should work with small groups using planned instructional strategies.

    b. Tutors should work in the area of Language Arts with migrant students during the regular instructional day.

    c. The tutorial session should provide at least 20 minutes of personalized instruction for each student.

    d. Students enrolled for ESL instruction should receive two tutorial sessions per day.

5. Tutors and tutorial teachers should work in instructional locations designated by the school principal and jointly approved by the county and regional office.

6. Planning periods for each group of tutors and their tutorial teacher will be scheduled during the same hour to facilitate ongoing in-service and planning.

7. Those students traditionally classified as remedial readers and those with an obvious lack of oral English language proficiency should be given first priority beginning in grade one.

8. Travel and per diem for Language Arts personnel to attend preservice and in-service workshops will be paid through the County Migrant Project.

9. The County Migrant Project will budget sufficient funds for consumable supplies and instructional aids.

POSITION DESCRIPTIONS AND QUALIFICATIONS

A. Migrant Language Arts Consultant Position Description and Qualifications.

The Migrant Language Arts Consultant will:

1. Coordinate the Migrant Language Arts Program within the county by assuming responsibility for the following areas:
    a. Leadership and assistance to tutorial teachers and tutors;
    b. Preservice and in-service for tutors and tutorial teachers;
    c. Data collection, materials recommendation and dissemination;
    d. In conjunction with school and county administrators, recommend the hiring of tutorial teachers and tutors;

e. Communication and liaison among regional office, county coordinator, tutorial units and individual schools;

f. Assume other duties and responsibilities necessary to facilitate the Migrant Language Arts Program.

2. Work cooperatively with Supportive Services to provide parental involvement, health services and social services for migrant students.

Qualifications:

Persons selected for the position of Migrant Language Arts Consultant must:

1. Have a masters degree in education;
2. A valid Florida teacher's certificate with certification in elementary education;
3. Certification in reading and/or Spanish, foreign language education or proof of work toward certification;
4. A minimum of three (3) years classroom experience.

Preference should be given to those candidates proficient in both Spanish and English who hold the above qualifications.

Migrant Language Arts Consultants should be employed for no less than eleven (11) months each year.

Consultation with FMCCP Regional Staff should occur prior to recommendation to the County School Board.

B. Migrant Language Arts Tutorial Teacher Position Description and Qualifications.

The Migrant Language Arts Tutorial Teacher will:

1. Assist with the preservice and in-service for tutors;
2. Direct tutors with diagnosing and prescribing instruction for students;
3. Select and demonstrate the appropriate use of curriculum materials for tutoring;

4. Explain and demonstrate various tutorial techniques;
5. Coordinate the total activities of the assigned tutorial unit;
6. Direct the record keeping activities for assigned tutorial unit;
7. Assist tutors with scheduling students;
8. Direct and coordinate testing procedures;
9. Accurately record and interpret transfer record data;
10. Work cooperatively with the county, regional and school personnel;
11. Recommend necessary instructional materials to county and regional Language Arts Consultants.

Qualifications:

Persons selected for the position of Migrant Language Arts Tutor must:

1. Have high school diploma or GED or equivalent experience and training;
2. Mastery of spoken and written English;
3. If working with students enrolled in ESL, also mastery of spoken and written Spanish.

EVALUATION

Districts will provide to the regional directors evaluation data on students in the Language Arts Program.

Pre and post test data and assessment data will be submitted for instruments provided by the Migrant Section, Florida Department of Education, following instructions provided with the instruments.

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CHAPTER II

PROGRAM PLANNING AND ORGANIZATION

Operational Procedures - The success and flexability of a tutorial program will be determined in part, by the amount of time planning. This includes allotting time to devise a schedule or a time-line chart. This technique assures that enough time and personnel is projected in order to get the job done. See models number 1 and 2 which outline and describe the activities and the possible date for completion.

Program Research - Before initiating any tutorial program, time should be provided for studying background information on other tutorial programs. This may be accomplished by requesting from various sources brochures, bulletins, films or filmstrips that discuss operational procedures of tutorial programs. During this time some thought must be given to the kind of student that will be serviced by the program.

Assuming that you want a tutorial program and you have the funds to finance one, the following questions should be given some consideration:

1. What are your objectives? That is, what do you want to accomplish as a result of the program?
2. What type of program do you want? Will it be an enrichment, math or reading program, etc.?
3. What will be your criteria for tutor selection? Where and how?

4. How will you recruit tutors?

5. Will you use paid or volunteer tutors? If tutors are paid, what is the local school policy for hiring tutors and paying tutors?

6. How do you train tutors? By whom? How long?

7. Who will assist or supervise tutors?

8. What guidelines will be used to evaluate all phases of the program?

In addition to the above questions, some thought should be given to student absences, the use of substitute tutors, continuous in-service, pupil scheduling and parental involvement.

Listed below are some suggested references and materials which may be beneficial in researching tutorial procedures and techniques.

1. An Introduction to Tutoring - Philadelphia Tutorial Project, Tutorial Assistance Center, 2115 S. Street, N.W. Washington, D.C.

2. Dodge, Lowell. Creative Approaches to Tutoring - Philadelphia Tutorial Project, Tutorial Assistance Center, 2115 S. Street, N.W. Washington, D.C.

3. Dodge, Lowell. Pittsburgh Action-Housing Tutor Guide. Reading and Math Games and Tests - Youth Educational Services, P.O. Box 1168, Durham, North Carolina 27702.

4. How to Start a Tutorial Project - Philadelphia Tutorial Project, Tutorial Assistance Center, 2115 S. Street, N. W. Washington, D.C.

5. Isgar, Helen. Reading Inventory Devices - Philadelphia Tutorial Project, Tutorial Assistance Center, 2115 S. Street, N.W. Washington, D.C.

6. Isgar, Tom. Tutorial and Cultural Relations Project - Philadelphia Tutorial Project, Tutorial Assistance Center, 2115 S. Street, N.W. Washington, D.C.

7. Janowitz, Gayle. Helping Hands: Volunteer Work in Education. Chicago: University of Chicago Press, 1965.

8. Larkin, Kathleen. Manual for Volunteers Who Interview. Welfare Council of Metropolitan Chicago, 123 West Madison Street, Chicago, Illinois 60602.

9. Lundblad, Helen. Guidebook for Reading Instruction for Tutors. Philadelphia Tutorial Project, Tutorial Assistance Center, 2115 S. Street, N.W. Washington, D.C.

10. Mergentine, Charlotte. School Volunteer Reading Reference Handbook - School Volunteer Program, 125 West 54th Street, New York.

11. Pope, Lillie. Guidelines to Teaching Remedial Reading to the Disadvantaged - New York: Book-Lab (1449 37th Street, Brooklyn 11218), 1967.

12. Profiles in Quality Education - 150 Outstanding Title I, ESEA Projects, U.S. Department of Health, Education and Welfare, U.S. Government Printing Office, Washington, 1968.

13. Rauch, Sidney J. Handbook for the Volunteer Tutor - Newark, Delaware: International Reading Association, 1969.

14. Remedial Reading Tutoring Program - Philadelphia Tutorial Project, Tutorial Assistance Center, 2115 S. Street, N.W. Washington, D.C.

15. Riddell, Janet. Study Hall Tutoring: A Success? - Philadelphia Tutorial Project, Tutorial Assistance Center, 2115 S. Street, N.W. Washington, D.C.

16. Riessman, Frank. Tutoring the Disadvantaged Child - Philadelphia Tutorial Project, Tutorial Assistance Center, 2115 S. Street, N.W. Washington, D.C.

17. Scholes, William E. Next Move for the Migrants - Friendship Press, 1966.

18. Sleisenger, Lenore. Guidebook for the Volunteer Reading Teacher - New York: Teachers College Press, Columbia University, 1965.

19. Teacher Aide Training System - Distributed by the School Division of The Macmillan Company, Union, New Jersey: Scientific Resources Incorporated, 1968.

20. The Junior Tutoring Manual - Philadelphia Tutorial Project, Tutorial Assistance Center, 2115 S. Street, N.W. Washington, D.C.

21. Tutoring the Spanish-Speaking - Philadelphia Tutorial Project, Tutorial Assistance Center, 2115 S. Street, N.W. Washington, D.C.

22. Tutoring Reading - Philadelphia Tutorial Project, Tutorial Assistance Center, 2115 S. Street, N.W. Washington, D.C.

23. Tutoring Reading: Word Attack Skills - Philadelphia Tutorial Project, Tutorial Assistance Center, 2115 S. Street, N.W. Washington, D.C.

FILM LIST

1. BROTHERS AND TEACHERS, 14 minutes, $6.00, produced by the Horace Mann School in cooperation with New York University.

Writing Rationale and Objectives - There is a need to write two sets of objectives for most tutorial programs. First, objectives should be written that describe the expected outcomes of the program. Second, preservice or in-service training objectives that describe precisely what the tutors will be able to do as a result of the training.

Hiring Tutors- Even though the most important characteristic for the selection and hiring of tutors should be a genuine liking for children, there are other qualities that must also be considered. These are: (1) the ability to get along with others (2) a desire to teach (3) positive attitude about learning new ideas and (4) adequate time to devote to the program. If the tutor possesses the preceeding qualities, the training staff will have little difficulty in equipping him/her with the necessary understandings and instructional techniques.

Each tutor in the Program should be asked specific questions with reference to migrant children and learning. This procedure gives the program coordinator some indication of the tutor's ability to handle certain situations which may arise in a tutorial setting. (See appendix for Tutor Application form).

A good tutor has an encouraging and enthusiastic attitude. In addition, he/she:

1. Establishes rapport with pupils, school and Center personnel.
2. Accepts the responsibility of locating, utilizing, and taking care of materials and equipment.
3. Observes the standard dress code for the school to which he/she is assigned.
4. Is dependable and punctual or notifies the proper authority of schedule changes.
5. Accepts postive supervisory assistance from reading personnel.
6. Familiarizes himself with the weekly prescription, organizes and reviews necessary materials in advance.
7. Adheres to the professional policy regarding the utilization of school time.
8. Is flexible, open-minded, and willing to seek information.
9. Is knowledgeable about the function and service of the total Migrant Education Program.
10. Is sympathetic toward the problems of the tutee.
11. Knows the location and the principal of his school(s).

The salary scale for tutors should be determined by the local county districts. In some instances, salary schedules are set by the State Department. The Local County School Board determines the salaries of teacher-aides, teacher assistants, tutors and all noninstructional, as well as professional personnel. The basic criteria used for setting salaries are (1) years of experience in the position (2) amount of training acquired and (3) the number of years of college training.

In addition to the salary scale, other issues that are controlled by the local school system, should be explained and discussed. Each tutor needs to be totally aware of how he is affected by local policy regarding the following:

1. Personal leave
2. Sick leave (number of days per school year)
3. Medical and dental coverage (family coverage)
4. Life insurance (family coverage)
5. Total number of work days per year
6. Number of hours in a work day (time before and after school)
7. Possibility of salary increase
8. Number of holidays
9. On-the-job accident insurance
10. Cafeteria and/or bus duties
11. PTA involvement
12. Credit Union privileges
    - Membership
    - Savings
    - Loans
13. Maternity leave
14. Local Education Association Membership
15. Florida Education Association Membership

The classifications below were utilized by one county.

CLASSIFICATION - ASSISTANT TUTOR I

A. Characteristics

The tutor is a member of the noninstructional staff. His/her duties will be determined by his experiential background and the specific needs of the pupils assigned to him. He will be under the supervision of a reading consultant from the Migrant Education Center.

B. Examples of Duties

These duties may be performed as they relate to tutorial sessions: diagnosing, planning, prescribing, material utilization, recording growth, evaluating progress and assisting reading consultants.

C. Responsibilities

The degree of responsibility is determined largely by the number of pupils (1 or 2) per tutoring session.

D. Qualifications

1. Good physical and mental health
2. High School graduate
3. Minimum age 18

4. Comprehends with 90% accuracy the objectives of the tutorial program and understands functions of the total migrant operations.

CLASSIFICATION - ASSISTANT TUTOR II

A. Characteristics

The tutor is a member of the noninstructional staff. His/her duties will be determined by his experiential background and the specific needs of the pupils assigned to him. He will be under the supervision of a reading consultant from the Migrant Education Center.

B. Examples of Duties

These duties may be performed as they relate to tutorial sessions: diagnosing, planning, prescribing, material utilization, recording growth, evaluating progress and assisting reading consultants.

C. Responsibilities

The degree of responsibility is determined largely by the number of pupils (2-4) per tutoring session.

D. Qualifications

1. Good physical and mental health
2. One year of College Training
   or
   One to two years experiences as paraprofessional
   (private or public school)
3. MEC Tutorial Training
   or
   A Reading Course

CLASSIFICATION - ASSISTANT TUTOR III

A. Characteristics

The tutor is a member of the noninstructional staff. His/her duties will be determined by his experiential background and the specific needs of the pupils assigned to him. He will be under the supervision of a reading consultant from the Migrant Education Center.

B. Examples of Duties

These duties may be performed as they relate to tutorial sessions: diagnosing, planning, prescribing, material utilization, recording growth, evaluating progress and assisting reading consultants.

C. Responsibilities

The degree of responsibility is determined largely by the number of pupils (2-4) per tutoring session.

D. Qualifications

1. Good physical and mental health
2. Two years of College Training
   or
   Three to four years experience as a paraprofessional (public or private school)
3. MEC Tutorial Training
   or
   A Reading Course

CLASSIFICATION - ASSISTANT TUTOR IV

A. Characteristics

The tutor is a member of the noninstructional staff. His/her duties will be determined by his experiential background and the specific needs of the pupils assigned to him. He will be under the supervision of a reading consultant from the Migrant Education Center.

B. Examples of Duties

These duties may be performed as they relate to tutorial sessions: diagnosing, planning, prescribing, material utilization, recording growth, evaluating progress and assisting reading consultants.

C. Responsibilities

The degree of responsibility is determined largely by the number of pupils (2-4) per tutoring session.

D. Qualifications

1. Good physical and mental health
2. Three years of College Training
   or
   Five or more years experience as a
   paraprofessional (public or private school)
3. MEC Tutorial Training
   or
   A Reading Course

CLASSIFICATION - ASSISTANT TUTOR V

A. Characteristics

The tutor is a member of the noninstructional staff. His/her duties will be determined by his experiential background and the specific needs of the pupils assigned to him. He will be under the supervision of a reading consultant from the Migrant Education Center.

B. Examples of Duties

These duties may be performed as they relate to tutorial sessions: diagnosing, planning, prescribing, material utilization, recording growth, evaluating progress and assisting reading consultants.

C. Responsibilities

The degree of responsibility is determined largely by the number of pupils (2-5) per tutoring session.

D. Qualifications

1. Good physical and mental health
2. Four years of college (Degree)

CLASSIFICATION - ASSISTANT TUTOR VI

A. Characteristics

The tutor is a member of the noninstructional staff. His/her duties will be determined by his experiential background and the specific needs of the pupils assigned to him. He will be under the supervision of a reading consultant from the Migrant Education Center.

B. Examples of Duties

These duties may be performed as they relate to tutorial sessions: diagnosing, planning, prescribing, material utilization, recording growth, evaluating progress and assisting reading consultants.

C. Responsibilities

The degree of responsibility is determined largely by the number of pupils (2-5) per tutoring session.

D. Qualifications

1. Good physical and mental health
2. Four years of College (Degree) or more
3. One or more years experience as paraprofessional (public or private school)
4. MEC Tutorial Training

Identifying and Locating Migrant Students

Before students are permitted to participate in the Tutorial, the Early Childhood Education or the Learn and Earn Program, they must be identified as current migrants.

According to Dale Hilburn, State Department Migrant Administrator, "It is essential that counties identify migratory children to be served on a priority basis in accordance with a common set of definitions". These definitions are shown below in order of their established priority --

A. Interstate--(definition) A child who has moved with a parent or guardian within the past twelve months across State boundaries in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities. This term refers to a child who is expected to continue to migrate with his parent or guardian.

B. Intrastate--A child who has moved with a parent or guardian within the past twelve months across school district boundaries within the State of Florida in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities.

Explanation of Above Given Definitions

A. Typically, the definition refers to a child who comes to a county in the Fall and leaves in the Spring before the school year is out; however, a child who stays in school in Florida the entire school year and travels with his parent or guardian during the summer months is also considered a migrant under the above given definitions. Care should be taken to recruit this child for the migrant program.

B. Another example of a current migrant might be a child whose parent is not presently employed in agriculture or related food processing, but who was employed in agriculture or related food processing within the past twelve months. (Temporarily he could be employed in construction or other non-agricultural jobs.)

C. Former Migrants--A child who has been defined as an interstate or intrastate migrant, but who along with his parent or guardian has ceased to migrate within the last five years and now resides in an area in which a program for migratory children is provided shall be eligible for inclusion into such a program in accordance with the following priorities --

(1) Children who no longer move, but parents still migrate.

(2) Children who were in the program last year.

(3) Children of parents participating in MMDS or other similar developmental programs.

(4) Children who have been out of categories 1 - A or B for two years, but who were in a migrant program.

(5) Two years out of migrant stream, and not previously enrolled in migrant program.

(6) Three years out of migrant program and/or stream.

(7) Four years out of migrant program and/or stream.

(8) Five years out of migrant program and/or stream.

Note

County administrators of the Title I migrant program should be well aware that the interstate and intrastate migratory children, not the formerly migrant children, are counted in determining the amounts of Title I funds to be allocated to a state for programs for migratory children. For that reason and in view of the requirement that programs provided with such funds be "designed to meet the special educational needs of migratory children of migratory agricultural workers," currently migratory children must be the primary beneficiaries of such programs.

The following procedures may be used in the implementation of the Migrant Student Record Transfer System (MSRTS). Additional information may be obtained from Dorsey Miller at the Regional Office.

EVENT NUMBER	EVENT DESCRIPTION	PERSON RESPONSIBLE
1.	Student Names Provided Names on last year's list are sent to schools to locate pupils who have been reassigned.	Record Transfer Specialist
2.	Student Names Checked 1974-75 locations verified	Schools with less than 20 students - IBM or SID Secretary Schools with 20 or more: Social Educators Recruiter/Records Clerk School/Community Specialist Records Clerk
3.	Student Names Received	Record Transfer Specialist
4.	Identification (Eligibility) Data Collected and Parent's Interview Using the names received in event 1 and 2 and using the	Social Educators Recruiter/Records Clerks School/Community Specialist Records Clerks

EVENT NUMBER	EVENT DESCRIPTION	PERSON RESPONSIBLE
	Florida State DOE, Migrant Section, Identification form, the information needed to classify each family is collected by interview at the school when the child is registered or at home after the child has registered.	
5.	Student Family Classified and Verified	Coordinator of School-Community Services
	If the identification data is incomplete, the form is sent back to the appropriate person for completion; otherwise, each family is classified.	
	If the family is not eligible and the student has been reported as a Migrant, the school is informed in order that the Student Migrant Status will be removed from the County Computer file (SID record).	SID or IBM School Secretary
	In addition, a letter is sent to the parents and a home visit is made to explain the ineligibility to the parents or guardian.	School-Community Specialist Records Clerks/Social Educator Recruiter/Records Clerks
6.	Student Enrollment Worksheet Completed	Social Educators, School/Community Specialists and other appropriate Staff or Teachers
	For those students families that are eligible, a Transfer Record System Worksheet is completed.	
7.	Eligible Students List Distributed	Record Transfer Specialist
	Center personnel and schools are notified of the eligible pupils and appropriate services and assignments are made available.	

EVENT NUMBER	EVENT DESCRIPTION	PERSON RESPONSIBLE
8.	TRS Information In addition to enrolling the students in the Transfer Record Computer System via Teletype Terminal, there are two manual files kept at the Center. One is a historical student file in alphabetical order for each participating student enrolled indicating previous participation. The second file maintained is a log by school (each operator is responsible for the student in a specific school).	Teletype Operators
9.	Student TRF Received A transfer record form is sent to the student's school from the Little Rock Center.	TRS Computer Staff at Little Rock, Arkansas
10.	Key Data Verified and SID Migrant Status Entered	School Contact Person or MEC Person, and SID or IBM Secretary
11.	Student Assigned If the student is enrolled in a program, the Teletype Operator updates that student's transfer record. A copy of that updated record is filed with us (MEC) when received from the Little Rock Center.	Teletype Operators
	If the student is not enrolled in a program, his name is submitted to the Principal and the School Contact Person in order to maintain a record of services provided to the student and to insure that a student receives the services that are available to him.	Transfer Record Specialist

EVENT NUMBER	EVENT DESCRIPTION	PERSON RESPONSIBLE
	At this point, both types (new or old) of students are held in respective files until the identification process begins for the next school year. At that time, the process begins again.	
12.	Students Recruited	Recruiter/Records Clerks
	A continuous survey is made of farms, homesites and schools for late arrivals who might otherwise not be identified and evaluated.	

Included in the program planning and organizational activities are:

1. Securing workshop location for training tutors.
2. Contact consultants other than the immediate staff advising them of the training objectives, their specific task, and the amount of time allotted to complete the task. Answer other questions for consultants such as background of tutors and evaluative procedures.
3. Prepare materials, packets, forms, etc. to be utilized by tutors during the training sessions.
4. Contact principals of the schools where the Tutorial Programs are to be housed. Because of the many responsibilities of the Principal, each participating school should designate someone to serve as a contact person.

This person may be the Guidance Counselor, Administrative Assistant, Reading Teacher or any other faculty member. The responsibilities of the contact person are as follows:

(a) Observe tutor periodically to see if he (she) is working satisfactorily with pupils. If not, report this information to the Migrant Tutorial Teacher for that school.

(b) Complete Student Referral Forms before scheduling pupils for tutorial classes or distribute them to teachers who wish to refer pupil(s).

(c) Schedule or assist with scheduling migrant pupils who will be attending tutorial sessions.

(d) Take charge of any other situations which involve the tutor and discuss them with the Migrant Tutorial Teacher for that school.

5. While training tutors, keep in mind, the preservice or in-service objectives.

6. Schedule pupils into Tutorial Program using the following procedures:

A. Choose students from your list of current migrant pupils. If you're not sure about the identification of a student, Contact your school-community specialist, and she will send someone out to make a verification.

B. Complete a Student Referral Form (see sample) for each eligible student (approximately fifteen (15). Use Student Referral Forms to schedule students. This procedure assures the immediate initiation of the Tutorial Program in your school.

C. Complete tutorial schedule (see samples) keeping in mind the following:

   (1) Tutoring periods should last approximately one hour or a class period (Middle and High School).

   (2) Three students should be scheduled for each tutoring period. There should be five tutoring sessions per day, five days a week.

   (3) Tutoring schedule should include from fifteen (15) to thirty (30) minutes of planning time each morning before pupils arrive and approximately one hour for planning each afternoon when students are dismissed.

   (4) Lunch hour for tutor may be one class period or approximately forty five (45) minutes daily.

   (5) Migrant pupils should be taken from Language Arts, English or Reading classes wherever convenient.

   (6) The three pupils in each tutoring session should be on or near the same reading level.

D. The scheduling may be done by the person(s) who normally handles scheduling - the Guidance Counselor, Administrative

Assistant or another designated person. The reading staff from the Migrant Center will assist with scheduling, if the need arises.

E. Please try to avoid the following situations during scheduling:

(1) Excluding migrant pupils from Music, Art and Physical Education (unless it is the expressed wish of the student).

(2) Including migrant pupils who are consistently absent from school.

(3) Including migrant pupils who are scheduled or might be scheduled in other special reading programs. (examples: Title One, Reading Center or ESAA.)

(4) Including migrant pupils who are tentative Special Education cases.

TUTORIAL PROGRAM
Operational Procedures

MODEL NO. I

Date	Objective or Activity	Personnel	Procedures	Materials Needed	Comments
Aug. 19-20	Return to work	Center staff			
Aug. 23-Sept. 1	Program research Study of background materials on tutorial program	Reading staff	Read and discuss brochures and bulletins on various tutorial programs	Brochures, bulletins and pamphlets	Preview available films, filmstrips, etc.
Monday Sept. 6		LABOR	DAY		
Tuesday Sept. 7	1. Distribute forms to tutors to be completed. 2. Contact workshop consultants. 3. Secure locations for two Saturday workshops.	1. Mr. Horne Mrs. Crawford 2. Reading staff; secretarial help 3. Reading staff	1. Decided by Director and Assistant. 2. Send by mail to home address. 3. Contact principals by home phone.	1. Envelopes and stamps	1. If home phone is not available applicant should list a phone number where he can be reached.
Wednesday Sept. 8	1. Prepare folders for tutors. These folders will contain professional materials and background information on reading and the responsibilities of a tutor.	1. Reading and secretarial staff, other available personnel	1. Reading staff will prepare a model folder for assistants to follow.	1. Tutor Handbook a) Levels reading (mimeographs) b) Causes of reading disability	1. Bibliography will include only MEC professional books. Tutor Handbooks have been ordered.

TUTORIAL PROGRAM
Operational Procedures

Date	Objective or Activity	Personnel	Procedures	Materials Needed	Comments
Wednesday Sept. 8	2. Prepare necessary forms for tutorial programs. Orientation evaluation checklist for tutor. (Yes-No questionnaire) 3. Design and prepare portable kit for migrant students.	2. Reading and secretarial staff 3. Joan Boyd and Mike Zeck	2. Examine various forms in the literature in order to devise our own. 3. Interaction between reading staff and artist about specifications and content of kit.	c) Remedial Handbook d) List of Center Produced materials e) Professional reading bibliography f) Folders 2. Professional books and pamphlets a) Stencils and mimeograph paper 3. To be arranged	2. Forms included: a) Screening device for student b) Prescription outline c) Checklist of student progress d) Self-evaluation checklist for student e) Application for student 3. Levels and abilities of students will determine contents of kits.
Thursday Sept. 9	1. Conference with transfer record specialist to locate students in migrant schools. 2. Estimate student load for each tutor and locate possible target schools.	1. Mrs. Johnson and staff a) Typing--secretarial assistance 2. Mrs. Johnson and staff	1. Locate school with the highest concentration of migrant population. (Names of migrant pupils) 2. Decided by Mrs. Johnson and staff	1. Access to transfer record	1. It is necessary to locate the teacher of each student who is directly responsible for attendance and grades. (Example: Home-base teacher)

TUTORIAL PROGRAM
Operational Procedures

Date	Objective or Activity	Personnel	Procedures	Materials Needed	Comments
Friday Sept. 10	1. Delegating responsibilities to reading	1. Reading staff	1. Assignment of responsibilities on (1) tutor allocation, (2) allocation of schools and (3)other necessary services		
	2. Delegate responsibilities to other MEC personnel. All tutors should be aware of the functions and operation of the total Migrant Education Program.	2. MEC Staff	2. Tutorial Orientation--all MEC staff involved a) Tutors will be assigned to all departments for indepth orientation. b) Enrichment activities planned by other MEC staff for Oct. 25-28		2. See details under Sept. 23 a) See Sept. 27-Oct. 1. b) Refer to Oct. 25-28.
	3. The first 30 minutes on Tuesday, September 28 will be used for feedback and group interaction.	3. Mrs. Crawford	3. Locate meeting place and initiate group discussion and interaction.	3. Will be decided by Mrs. Crawford	
Monday Sept. 13	1. Conference with consultants for Saturday workshop	1. Reading staff	1. After conference with consultants, materials for workshop will be provided or prepared.	1. Folders a) Programs b) Equipment if necessary	1. Learning Activity Package for tutor will be prepared for dissemination on Oct. 8.

TUTORIAL PROGRAM
Operational Procedures

Date	Objective or Activity	Personnel	Procedures	Materials Needed	Comments
Tuesday Sept. 14	1. Application forms from tutors returned and screened by staff.	1. Reading staff	1. The criteria for screening application forms will include: a) Educational background b) Availability of time c) Interest in program d) Positive experiences with children		1. Other criteria will be considered in the screening process. (Male applicants)
	2. Secure materials and supplies needed by	2. Reading staff, Secretarial assistance	2. Check with other MEC personnel for supportive services a) Consultants will be given the objectives for the workshop.	2. Equipment folders	2. Consultants are free to prepare their own materials for presentation.
Wednesday Sept. 15	1. Screening of tutor applicants	1. Reading staff, Director, Assistant Director	1. Criteria stated previously		
	2. Communications with applicants concerning appointment for interview	2. Same	2. Each applicant will be phoned and given a definite time for interview.		2. Reading staff will devise interview schedule.

TUTORIAL PROGRAM
Operational Procedures

Date	Objective or Activity	Personnel	Procedures	Materials Needed	Comments
hursday & Friday Sept. 16-& 17	1. Preparation--Migrant Education Orientation for tutors to acquaint them with the objectives of the Center.	1. Mr. Horne and Mrs. Crawford	1. Decided by the Director and/or the Assistant Director.		1. Some suggestions to be considered for discussion: a) Target schools and locations b) Other schools and services
	2. Prepare program objectives and outline for tutors	2. Reading and secretarial staff	2. Examine the objectives of the reading portion of the tutorial program and compile a list of information that tutors need to understand.	2. Stencils and mimeograph paper	
Monday Sept. 20	1. Begin interviewing applicants for reading tutors.	1. Reading staff, Mrs. Crawford and others	1. Talk with applicants individually for approximately ten (10) minutes.		1. Informal question and answer period
Tuesday and Wednesday, Sept. 21 & 22	1. Notify accepted tutors by phone. a) Personnel office b) Call applicant and principal. c) Individual conference	1. Mrs. Coachman and others Reading staff	1. Reading staff will provide Mrs. Coachman with names and phone numbers of tutors who have been accepted.		

TUTORIAL PROGRAM
Operational Procedures

Date	Objective or Activity	Personnel	Procedures	Materials Needed	Comments
Sept. 21 22 (cont'd	2. Individual conference with principals with students in tutorial program SUGGESTED ITEMS TO BE CONSIDERED: a) Explain purpose of MEC. b) State objectives of tutorial program. c) Give student forms to principals to be completed and returned by Sept. 29 to Mary Dorsey. d) Discuss availability of working space for tutors.		2. Meeting arrangements made by Mr. Horne and Mrs. Crawford.		2. Reading staff and all MEC personnel should be present. 3. Ask principals to attach copy of each student's schedule to his application form.
Thursday Sept. 23	1. First day for tutors a) MEC staff orientation b) Tutors will read in their folders and browse through the curriculum materials.	1. Mr. Horne Mrs. Crawford	1. Follow procedures as prescribed by Director and his assistant.		1. All MEC staff will be present.
	2. Prepare student interest inventory.	2. Reading staff	2. Examine various forms.	2. Stencils and paper	2. Prepare form during the afternoon.

TUTORIAL PROGRAM
Operational Procedures

Date	Objective or Activity	Personnel	Procedures	Materials Needed	Comments
Friday Sept. 24	1. Reading personnel will discuss reading tutorial objectives and outline with tutors.	1. Reading staff	1. Informal discussion and group interaction	1. Stencils	1. Other MEC personnel invited.
Saturday Sept. 25	Workshop 1. Explore and analyze the literature and pertinent data related to the teaching of reading.	1. Mrs. Becky Williams et al. Mrs. Maureen Bethel, et al. Mrs. Helen King Mrs. Nan Hiers	1. Each consultant will be given an outline of topics to be included in presentation. The procedure for presentation will be decided by the consultant. Presentations will be videotaped.	1. To be decided by consultants	1. Approximate time for workshop: 8:30-3:00
	2. Read and discuss trends that affect the teaching of reading and compare outstanding.	2. Audio-visual staff		2. Video-tape equipment required.	

TUTORIAL PROGRAM
Operational Procedures

Date	Objective or Activity	Personnel	Procedures	Materials Needed	Comments
Tuesday Sept. 28	1. Tutor involvement in MEC programs 2. Continue planning for Saturday workshop.	1. MEC staff 2. Reading staff	1. See Schedule, page 9. 2. Listed previously.		
Wednesday Sept. 29	1. Tutor involvement in MEC programs 2. Screening student forms for tutorial program	1. MEC staff 2. Reading staff	1. See Schedule, page 9. 2. Application forms from students will be reviewed and discussed to choose pupils for the tutorial program.		2. Partial criteria for student selection: a) Oldest student with greatest reading deficits b) Non-discipline problem c) Interest and non-interest in learning
Thursday Sept. 30	1. Tutor involvement in MEC programs 2. Screening of student applications continued. 3. Begin planning for workshops to be held on October 5 at Park Temple.	1. MEC staff 2. Reading staff 3. Reading staff	1. See attached schedule, page 9. 2. Stated previously 3. Assignment of tasks to reading personnel and refining individual presentations.		3. Each person will choose his area of interest.

TUTORIAL PROGRAM
Operational Procedures

Date	Objective or Activity	Personnel	Procedures	Materials Needed	Comments
Friday Oct. 1	1. Tutor involvement MEC programs 2. Continue planning for three-day workshop 3. Begin scheduling students and tutors in the target schools.	1. MEC staff 2. Reading staff 3. Reading staff Mrs. Crawford, Mrs. Coachman	1. See Schedule, page 9 2. Stated previously 3. Aspects to consider: a) Students' daily schedule b) Tutor availability and working schedule c) Discipline problems	3. Student application forms Poster board for charts Felt-tip markers	3. Contact target school personnel if necessary. a) Leave Friday afternoon open for tutors to report to Center to make plans and select materials for following week.
Saturday Oct. 2	Workshop 1. Identify, describe and discuss the reading skills that constitute an adequate reading program.	1. County level personnel 2. Audio-Visual Staff	1. Consultants will receive an outline of topics to be included in their presentations. Each consultant will be free to choose method of presentation.	1. Will be decided by consultants. 2. Video tape equipment	1. Other MEC personnel should be involved to be knowledgeable about the tutorial progr Time: 8:30-3:00

TUTORIAL PROGRAM
Operational Procedures

e	Objective or Activity	Personnel	Procedures	Materials Needed	Comments
ay 4	1. Continue scheduling students and tutors and disseminate same to principals, teachers and tutors.	1. Reading staff	1. Deliver schedules to principals and answer pertinent questions.	1. Stated previously	1. It may be necessary to make adjustments for various reasons. (Difficulty of locating migrant pupils)
day rsday, 5, nd 7	1. Examine and discuss basic reading materials and equipment	1. Reading staff	1. Tentative Schedule Tuesday - Basic Materials Wednesday - AV and Listening Skills Thursday - Diagnostic and Testing Materials and Procedures	1. Curriculum materials	1. MEC personnel invited to participate.
	2. Analyze and interpret diagnostic data and recommend procedures and material for remedial reading and instruction.	2. Audio-Visual staff		2. Audio-Visual equipment	
	3. Examine and discuss activities that extend and enrich a basic reading program.	3. Reading staff		3. Stanford Diagnostic Reading Tests Informal Reading Inventory 4. Video tape equipment	

TUTORIAL PROGRAM
Operational Procedures

Date	Objective or Activity	Personnel	Procedures	Materials Needed	Comments
riday ct. 8	1. Plan informal activities and experiences for students and tutors for entire week. (Oct. 11-14)	1. Reading staff	1. Each reading consultant will prepare and plan informal activities for her assigned tutors.	1. Curriculum materials and equipment	1. Example: a) Interest Inventory b) Games c) Films and filmstrips d) Recordings e) Listening Activities f) Poetry g) Books to browse
	2. During the morning hours tutors will (1) work through Learning Activity Packet and check answers; (2) review literature and information received during workshop sessions and (3) interact and discuss information pertinent to the teaching of reading.	2. Tutors	2. Folders and directions will be given to tutors. In the afternoon, tutors will meet with reading staff to a) discuss any questions related to morning session and b) clarify plans for the following week.	2. Partial listing a) Continuum b) Secondary Reading Handbook c) Phonics Skill Packet	
londay to— riday, Oct. 11 o 15	1. Begin tutorial program in target schools.	1. Tutors	1. Tutors will assist student in completing interest inventory and return same to reading staff.	1. Forms prepared by reading staff	1. Tutors will engage pupils in enrichment activiti to establish rappor

TUTORIAL PROGRAM
Operational Procedures

Date	Objective or Activity	Personnel	Procedures	Materials Needed	Comments
riday ct. 15 o ednesday ct. 20	1. Tutors will administer the Stanford Diagnostic Reading Test to all pupils in the tutorial program.	1. Tutors	1. Tutors will administer test and return same to reading staff for scoring by October 20. Tutors who need help will be assisted by reading staff and Mrs. Coachman.	1. Form W of Stanford Diagnostic Reading Test	1. Other MEC staff members are invited to assist with testing.
onday ct. 25 o hursday ct. 28	1. Other MEC staff members will present plans and schedule for enrichment activities to reading personnel to be initiated October 25-28.	1. Art Joan Boyd Mike Zeck Photography Willie Washington Tony Mountry Science Edward Hougendobler Films/Filmstrips Bettye Cooper	1. Special area personnel will present their plans to reading personnel for discussion and recommendations.	1. To be decided by involved staff members.	1. It is suggested that these activitie are planned to involve both student and tutor.

ENRICHMENT ACTIVITIES FOR STUDENTS - ROTATION SCHEDULE
Example*

Date	Art	Photography	Science	Films/ Filmstrips	Comments
Monday Oct. 25	School A	School B	School C	School D	
Tuesday Oct. 26	School B	School C	School D	School A	
Wednesday Oct. 27	School C	School D	School A	School B	
Thursday Oct. 28	School D	School A	School B	School C	

*This is only a suggestion.

TUTORIAL PROGRAM
Operational Procedures

Date	Objective or Activity	Personnel	Procedures	Materials Needed	Comments
hursday nd riday, ct. 21 nd 22	1. Tutors will administer an Informal Reading Inventory to all pupils in the tutorial program.	1. Tutors	1. Student responses will be taped on cassette player and returned to reading staff for analysis by Friday, Oct. 22. One side of the tape will be used for pretesting and the reverse side will be used for posttesting.	1. Pupil booklets containing Informal Reading Inventory Cassette recorder and tapes Compiled booklet of IRI paragraphs for tutor.	1. The student's name, grade, and school will be recorded on the cassette tape.
onday ct. 25 o hursday ct. 28	1. Other MEC staff members will be involved in an enrichment program with students and tutors.	1. Audio-Visual staff and Mr. Hougendobler	1. These persons will rotate their schedules so that only one staff member will be located in a school a day.	1. Decided by individual staff members.	
	2. Reading personnel will complete scoring tests and write prescriptions for students in the tutorial program.	2. Reading staff Mrs. Coachman	2. Score diagnostic tests and listen to tapes and analyze errors.	2. Completed tests and cassette tapes, tape player	2. Other MEC staff members are invited to assist with the scoring.

TUTORIAL PROGRAM
Operational Procedures

Date	Objective or Activity	Personnel	Procedures	Materials Needed	Comments
Friday Oct. 29	1. Tutors will report to MEC to plan with reading staff for following week.	1. Tutors Reading staff	1. Reading staff will discuss the following with tutors: a) Test scores and implications b) Interpretations of IRI c) Outline and procedures for prescription d) Materials as they relate to prescriptions.	1. Raw test scores and test booklets a) IRI profile and scoring sheets b) Prescription sheets c) Curriculum materials.	1. Reading staff will assist tutors in assembling needed material to fulfill prescriptions.
Monday Nov. 1	1. Tutors will begin prescribed instruction with pupils.	1. Tutors and reading staff	1. Reading consultants will prepare initial prescription until tutors have the experience and background to prepare their own.	1. Lesson plan outline, curriculum equipment, etc.	

PROGRAM OBJECTIVES

MODEL

Expected Performance or Outcome (objective)	Strategies or Procedures to be Used to Meet Objective	Evaluative Technique to be Used
1. Given a group of approximately 300 migrant students located in several designated schools, a personalized program of tutorial assistance will be prescribed that will result in approximately 50% of the students achieving at least one grade level in reading per school year.	1. Diagnostic information obtained through the use of the Criterion Assessment System and the Diagnostic Reading Scales will be utilized to prescribe a personalized reading program. Instruction will include the use of a multi-sensory approach to learning.	1. The Stanford Reading Achievement Test (Forms W and X) will be administered to students as a pre and post test.
2. Each migrant student will receive consistent support in his attempts to read and transfer learning in a variety of settings.	2A. Tutors will plan varied experiences and select appropriate materials to insure progress to levels of increasing difficulty. B. From the use of an Interest Inventory, Tutors will assist pupils in the completion of a desired project.	2. Tutorial - Teacher and Tutor will keep records of student progress which may be shared with the regular classroom teacher.
3. Migrant Pupils will observe and receive evidence of their achievement periodically during their direct participation in the program.	3A. Students will keep a record of reading skills assessed and reading skills mastered. B. Each student will be provided periodically with evidence of his progress by completing a self-evaluation checklist. C. At the end of each grading period, students will be issued a reward in the form of book(s) based on their academic achievement and/or behavioral changes.	3. Tutors will assist students in charting their growth from one grading period to the next.

TUTORIAL PRESERVICE TRAINING
8:30 A.M. to 4:00 P.M.

Date and Time	Discussion Area	Consultant(s)	*Specific Objective(s)
Thursday Sept. 20/73 8:30 A.M.	Greeting	Marion Crawford	
	Introductions	Tutorial Staff	
	Workshop Overview	Mary Dorsey	
	Tutor Salary Schedule	Ann Smith	
10:45 A.M.	Migrant Identification Procedures	Onell Coachman	1. With assistance from the School/ Community Service Specialist, tutors will discuss and interpret the procedures and guidelines used to identify migrant students.
12:45 P.M.	Causes of Reading Disabilities	Mary Dorsey Ruthel Hankerson	2. Given sufficient time to answer five questions on causes of reading failures, the tutors will identify and discuss verbally some of these causes
3:00 P.M.	Dialectal Modification	Ida Bragdon	3. Given a discussion of the kinds of non-standard dialectal patterns and the techniques for modifying them, each tutor will demonstrate his ability to write and teach a mini lesson in dialectal modification.

TUTORIAL PRESERVICE TRAINING
8:30 A.M. to 4:00 P.M.

Date and Time	Discussion Area	Consultant(s)	*Specific Objective(s)
Friday Sept. 21/73 8:30 A.M.	Dialectal Modification	Ida Bragdon	Same as Above - No. 3
	English as a Second Language	Beth Arnow	4. Tutors will identify some problems in dealing with Spanish-speaking children and various second language teaching techniques. They will identify specific phonological difficulties for the Spanish-speaking child learning to read English.
12:45 P.M.	Use of Audio-Visual Equipment	Bettye Cooper	5. Given sufficient time, appropriate literature and assistance from the Media Specialist, tutors will discuss and operate audio-visual equipment and machinery which may be used to implement a tutorial program.
Monday Sept. 24/73 8:30 A.M.	Peabody Picture Vocabulary Test	Onell Coachman	6. After a brief discussion by the School/Community Service Specialist on the use of the Peabody Picture Vocabulary Test, tutors will explain the purpose, components and procedures for administering that test.

TUTORIAL PRESERVICE TRAINING
8:30 A.M. to 4:00 P.M.

Date and Time	Discussion Area	Consultant(s)	*Specific Objective(s)
Monday Sept. 24/73 9:00 A.M.	Stanford Reading Achievement Test	Ruthel Hankerson	7. Given background information, demonstration, practice and appropriate directions for administering the Stanford Reading Achievement Test (primary and intermediate), all tutors will be able to administer, score, interpret and record test results correctly.
12:45 P.M.	Use of Audio-Visual Equipment	Bettye Cooper	Same as No. 5
Tuesday Sept. 25/73 8:30 A.M.	Spache Diagnostic Reading Scales	Sandra Kreider	8. Given a review of procedures necessary to administer the Spache Diagnostic Reading Scales, tutors will score the test and record the instructional level for three pupils.
10:45 A.M.	Use of Interest Inventory	Beth Arnow	9. Given the benefit of a discussion on two (2) revised interest inventories and their follow-up use in prescribing, tutors will demonstrate an ability to select the correct interest inventories for her students, transfer the information to the Diagnostic Summary Sheet and use the information in writing students' prescription.

TUTORIAL PRESERVICE TRAINING
8:30 A.M. to 4:00 P.M.

Date and Time	Discussion Area	Consultant(s)	*Specific Objective(s)
Tuesday Sept. 25/73 12:45 P.M.	Sight Word Test	Beth Arnow Sandra Kreider	10. Given procedures for administering the Dolch Basic Sight Word Test and recording progress, tutors will demonstrate the ability to administer the test and record students' progress on a written evaluation. Given adequate time to review methods of teaching sight words, tutors will describe and/or demonstrate correct procedures for teaching basic sight words.
2:45 P.M.	Bender - Gestalt	Mary Dorsey	11. With assistance from the Curriculum Specialist on the use of the Bender - Gestalt Test, tutors will describe recognizable symptoms of visual-motor difficulties and explain referral procedures.
3:15 P.M.	Symptoms of Health Problems	Jackie DeJong	12. After the Health Specialist disseminates the proper information about the health status of students, tutors will discuss recognizable symptoms exhibited by students who appear to have problems with hearing, vision, visual-motor coordination and general physical health.

TUTORIAL PRESERVICE TRAINING
8:30 A.M. to 4:00 P.M.

Date and Time	Discussion Area	Consultant(s)	*Specific Objective(s)
Wednesday Sept. 26/73 8:30 A.M.	Criterion Assessment (Bookkeeping)	Sandra Kreider	13. Following a review and discussion of Criterion bookeeping procedures, tutors will record one pupil's phonology assessments on a pupil profile, and phonology assessments for three students in a group record book.
10:00 A.M.	Use of High Intensity Management System	Beth Arnow	14. During the session on High Intensity the tutors will demonstrate the following behaviors on a written evaluation with 95% accuracy. A. Demonstrate the ability to administer and score the Basic Test of Reading Comprehension. B. Determine proper subsystem for students based on B.T.R.C. C. Prescribe appropriate Check-In Test. D. Demonstrate the ability to administer and score Check-In Test. E. Using the Catalog of Instructional Objectives, prescribe appropriate materials to teach skills.

TUTORIAL PRESERVICE TRAINING
8:30 A.M. to 4:00 P.M.

Date and Time	Discussion Area	Consultant(s)	*Specific Objective(s)
Wednesday Sept.26/73 10:00 A.M.	Use of High Intensity Management System	Beth Arnow	F. Prescribe appropriate Check-Out Tests. G. Demonstrate the ability to administer and score Check-Out Tests. H. Record scores on sample Student Record Sheets and Wall Chart. I. List steps in using High Intensity Management System in proper sequential order. J. Demonstrate a proficiency for and implementing the H.I. Management System.
Thursday Sept.27/73 8:30 A.M.- 4:00 P.M.	Use of High Intensity Management System	Beth Arnow	Same as above - No. 14
Friday, Sept.28/73 8:30 A.M.	Use of High Intensity Management System	Beth Arnow	Same as above - No.14

TUTORIAL PRESERVICE TRAINING
8:30 A.M. to 4:00 P.M.

Date and Time	Discussion Area	Consultant(s)	*Specific Objective(s)
Friday Sept.28/73 2:45 P.M.	Criterion Assessment System, Level 1	Rebecca Strickland Mary Ann Smith Dona Slitor	15. After a discussion of Criterion Assessment, Levels I by Early Childhood Consultants, tutors will explain and/or demonstrate technique procedures and materials which may be utilized.
Monday, Oct. 1/73 8:30 A.M.-4:00 P.M.	Correlations of Curriculum Material with Criterion Assessment System and High Intensity Management System	Reading Staff	16. Given procedures for correlating material to the Criterion Assessment System and High Intensity Learning System, using a curriculum material worksheet tutors will record and discuss the correlation of one or more materials or kits. Given procedures for demonstrating curriculum materials, tutors will identify and explain the function and purpose of curriculum materials not related to the Criterion Assessment System.
Wednesday, Oct. 3/74 and Thursday Oct. 4/73 8:30 A.M.-11:30 A.M.	Correlations - High Intensity and Criterion Assessment	Reading Staff	Same as No. 16

TUTORIAL PRESERVICE TRAINING
8:30 A.M. to 4:00 P.M.

Date and Time	Discussion Area	Consultant(s)	* Specific Objective(s)
Wednesday Oct. 3/73 and Thursday, Oct. 4/73 8:30 A.M.- 4:00 P.M.	Use of Curriculum Materials for Enrichment Purposes	Reading Staff	Same as No. 16
Friday, Oct. 5/73 8:30 A.M.- 4:00 P.M.	Book Reward System Use of Films, Filmstrips and Books, and Recordings for Developing Meaningful Concepts and Cultural Awareness	Toni Pauline	17. Given sufficient time, appropriate literature on a book reward system and assistance from the Material Specialist Tutors will discuss the procedures employed in awarding books to tutorial students. 18. With asssitance from the Material Specialist (Librarian) on the utilization of books, films, filmstrips and recordings, tutors will discuss and/or demonstrate techniques and procedures for using these materials to develop meaningful concepts and cultural awareness.

TUTORIAL PRESERVICE TRAINING
8:30 A.M. to 4:00 P.M.

Date and Time	Discussion Area	Consultant(s)	* Specific Objective(s)
Monday, Tuesday, Wednesday, Oct. 8,9, 10/73 8:30 A.M.- 4:00 P.M.	Writing Detailed Prescriptions (Practicum)	Tutors	19. Given a discussion and the use of transparencies, tutors will write prescritions for one pupil and a group of four pupils,to coincide with the information on the Diagnostic Summary Sheets.
Thursday and Friday Oct. 11,12 1973 8:30 A.M.- 4:00 P.M.	Methods and Procedures for Teaching Reading Skills (Practicum)	Tutors	20. Given the appropriate guidelines for teaching reading skills (see Syntax) and adequate time for planning, each tutor will teach an assigned reading skill to the remainder of the group. 21. A. Given a discussion of order and classification of words in a sentence, the tutors will demonstrate their ability to identify and classify word structures. B. Given an illustration of figurative language, the tutors will identify sentences using personifications, metaphors, and similes.
	Use of Tutorial Forms	Mary Dorsey	22. After supplying each tutor with a set of revised tutorial forms and a discussion of each, tutors will explain the proper utilization of these forms.

TUTORIAL PRESERVICE TRAINING
8:30 A.M. to 4:00 P.M.

Date and Time	Discussion Area	Consultant(s)	* Specific Objective(s)
Thursday and Friday Oct. 11,12 1973 8:30 A.M.- 4:00 P.M.	Summary of Preservice Activities	Mary Dorsey	* Participating Tutors will give satisfactory performance of the above objectives according to the consultants written or observational evaluation.

ESL PROGRAM

PROJECTED ACTIVITIES FOR 1973-74

	OBJECTIVES	ACTIVITIES
Nov. 1 - 9	Determine services desired by teachers at Markham for Spanish-speaking migrants for this school year.	Informal discussions with teachers and use of survey forms.
	Take survey of Spanish-speaking migrants (Markham)	Assist teachers in filling out forms.
	Locate Spanish-speaking migrants in schools other than Markham.	Surveys for Spanish-speaking migrants sent to principals with migrant populations.
Nov. 5 - 16	Testing of Spanish-speaking migrant students. (To be used for placement and pre-test score.) Markham.	Individualized O.L.A. testing, transcribing and scoring. (Perez will be used to give directions.) Administration of C.T.B.S.
	Scheduling and initiation of E.S.L. classes. Arnow and Perez.	Scheduling at Markham in cooperation with guidance and administration. Class size dependent on space, skill grouping, scheduling, etc. Primary emphasis to be aural-oral skills with emphasis shifting to reading-writing with older students. Group and individualized language learning activities will be provided. Initially, classes will not be totally filled to leave space for late-arriving students.
May 20 - 31	Post-testing (Also post-testing as children leave.)	Administration of O.L.A. and C.T.B.S.
	Translation of various forms to provide better communication with parents.	Write (a) English/Spanish Bilingual Information Guide. (See English/Spanish Bilingual Information Concerning the Orange County Public Schools-Orlando, Florida).

(continued on next page)

	OBJECTIVES	ACTIVITIES
		(b) Student information sheet (c) Report card (d) Information on M.E.C. services
'72 - '73	Services to schools containing Spanish-speaking migrants (other than Markham) on request.	
T.B.A.	Provide basic Spanish language instruction for Early Learning teachers and aides. Provide assistance for Early Learning teachers working with Let's Learn Language in foreign language techniques, games, etc.	To be worked out in conjunction with Early Learning Staff.

General Migrant Education Involvement

a. Participation with Language Arts Department, as requested by Mrs. Dorsey.
b. Service to other MEC departments, upon request.
c. Service to Migrant Education Workshops.

PREPARED BY BETH ARNOW
ESL TUTORIAL TEACHER

SAMPLE

STUDENT REFERRAL FORM

To be completed for each student referred to the Migrant Tutorial Program.

School ______________________________ Date ____________________

Name of Student ______________________ Grade _______ M ____ F ____

Reading level (oral or silent reading test; standardized or informal)

Name of Tests	Score	Date
1. _________________________	__________	__________________
2. _________________________	__________	__________________

Chief areas of reading difficulty:

____

____

Health ____

Vision ____

Hearing ____

Other ____

If this student has special needs to be considered in scheduling, please be sure to summarize below (bussing, job, special classes, etc.).

____

____

____

Additional Comments (Reason for referral, behavior, attitude, interests, etc.)

____

____

Person Making Referral ______________________

Position ______________________

Division of Curriculum and Teaching
Migrant Education Center

Mr. John Doe, Principal
Riley Middle School
300 N.E. 9th Avenue
Ft. Lauderdale, Fla.
Phone 772-3601

School Day:
Teacher 7:15 - 2:45
Students 7:45 - 2:15

Contact Person
Mr. Gunn

Time	Students
7:45 - 8:30	Mattie James Kenneth Robinson George Felder
8:35 - 9:20	Dorothy Ellis Shirley Coley Jennifer Royal
9:25 - 10:25	Harry Hall Flurette Thomas Bernard Tillman Geraldine Lewis
10:25 - 1:00	Lunch & Planning
1:00 - 1:50	Charles Stowart Ronnie Mosley
1:50 - 2:45	Planning

Mary Smith, Tutor
Sue Kite, Tutorial Teacher
Jane King, Curriculum Specialist

SAMPLE A - TUTOR SCHEDULE

Division of Curriculum and Teaching
Migrant Education Center

Mr. Robert Styles, Principal
Forest Elementary School
1670 N.W. 15th Avenue
Pompano Beach, Fla.
Phone 913-2010

School Day:
Teacher 8:00 - 3:30
Students 8:00 - 2:30

Contact Person:
Muriel Ballard, Guidance

Time	Students	Grade
8:00 - 9:00	Planning	
9:00 - 9:45	Wanda Moreno	Suite A
	María A. Hernandez	Suite A
	Sonia Coy	Suite A
	Luz Cisneros	Suite A
	Noemi Alvarado	Suite A
9:45 - 10:30	Noe Alvarado	Suite A
	Luis Alarcon	Suite A
	Linda Ortega	Suite A
10:30 - 11:15	Angelo Juarbe	Suite A
	Tonito Nieves	Suite A
	Agustin Quiñones	Suite A
	Agapito Sanchez	Suite A
11:15 - 12:15	Lunch & Planning	
12:15 - 1:00	Belinda Sauceda	Suite A
	Miguel Quiñones	Suite A
	Enrique Rodriquez	Suite A
1:00 - 1:45	Jose Gonzales	Suite C
	Diana Sauceda	Suite C
	Adelania Cosme	Suite C
	Raul Alarcon	Suite C
	Leonides Garcia	Suite C

SAMPLE B - TUTOR SCHEDULE

Constance Perez, Tutor
Betty Town, Migrant Tutorial Teacher
Bernice Cole, Curriculum Specialist

Division of Curriculum and Teaching
Migrant Education Center

Samuel Wright, Principal
Northwest High School
177 N.E. 56th Street
Fort Lauderdale, Fla. 33308
Phone 763-3160

School Day:
Teacher 7:30 - 2:45
Students 7:30 - 2:00

Contact Person:
Mr. Jones,
Guidance Counselor

Time	Students	Grade
1st Period 7:30 - 8:20	Mary Robinson	10
	James Brown	9
2nd Period 8:25 - 9:25	Booker Davis	9
	Genetta Lee	10
	Ethel Woodson	9
3rd Period 9:30 - 10:20	Carolyn Dobins	10
	Toni Ellis	10
4th Period 10:25 - 11:15	Veronica Simon	10
	Willie Watson	10
	Cleveland Stoval	11
5th Period 11:20 - 12:20	Planning	
6th Period 12:15 - 1:05	Lunch	
7th Period 1:10 - 2:00	Winston Gales	12
	Lagayette Kyles	9
8th Period 2:00 - 2:45	Planning	

Ruby Kyles, Tutor
Carolyn Gales, Migrant Tutorial Teacher
Bertha Collins, Curriculum Specialist

SAMPLE C - TUTOR SCHEDULE

CHAPTER III

PERSONNEL RESPONSIBILITIES

I. Tutorial Program Coordinator

The person(s) responsible for coordinating the tutorial program should have an extensive background in the field of reading and language arts with experiences in teaching reading at various levels, supervising reading programs and training reading personnel. The program coordinator should also have some knowledge of planning, organizing and initiating reading projects.

The major functions involved in coordinating a tutorial reading program includes four broad areas: (1) Planning and organizing (2) Allocating responsibilities (3) Coordinating and (4) Evaluating.

Planning and Organizing - During this particular phase of the program, the following duties are required:

1. Research or locate background information on other successful tutorial programs by sending for available brochures, bulletins, pamphlets or films.

2. Decide on the goals or objectives of the program. Considerable thought should be given to deciding on what is

to be accomplished as a result of the program.

3. Make a decision as to the policies and operational procedures necessary to implement the program.

4. Prepare necessary forms or information that will be used by tutors and supervisors. (See appendix)

5. Design and prepare portable kits to be used by migrant students on an experimental basis. All other experimental projects should be considered during this time.

6. Confer with Transfer Record Specialist to locate migrant pupils that are eligible for tutorial program.

7. Estimate student load for each tutor and locate target schools where program will be housed.

8. Screen, interview and hire tutors, unless the County personnel department assumes this responsibility.

9. Keep the lines of communications open between tutors, supervisors, principals, teachers, contact persons and everyone involved in the operation of the program.

Allocating Responsibilities - Another important duty of the coordinator is to decide what procedures or strategies are required to attain the goals or objectives of the program and who will carry out and supervise these strategies. More specifically these duties are required:

1. Delegate responsibilities to reading supervisors or tutorial teachers with reference to tutor load.

2. Delegate responsibilities to other migrant personnel who will assist with imparting information to tutors about the complete operation of the Migrant Education Center.

3. Confer with reading staff and non-migrant consultants about specific tasks related to training tutors.

4. Assign tutors to specific schools based on (1) the tutor's background (2) the age level of the student and (3) the reading needs of the student.

Coordinating the Program - The most important duty of the program coordinator is to:

1. Initiate the tutorial program in the schools.
2. Maintain the program in each school by keeping the lines of communication open to facilitate a smooth operation.

3. Plan and direct the training sessions for preservice and in-service.

4. Order curriculum materials, teaching supplies, reading tests and other items necessary to operate the program.

5. Maintain personnel data on tutors with reference to their performance.

Evaluation should be an on-going process to determine if the objectives are being met. This duty also involves:

1. Determining the weakness of the program and how those weaknesses may be corrected.
2. Deciding on the kinds of instruments that will help determine program effectiveness.
3. Conferring with outside evaluation agencies responsible for determining program effectiveness.
4. Revising or modifying evaluative instruments used by tutors and/or tutorial teachers.

In addition to the responsibilities of administering the tutorial program, the coordinator must answer questions for teachers, principals and other interested persons about operational procedures. The coordinator must also be available to (a) work on various local and state committees (b) assist other migrant centers who wish to initiate a tutorial program (c) compile or write materials that may be needed for local or state implementation of tutorial program and (d) coordinate other Language Arts efforts such as English as a Second Language and Dialectal Modification.

II. Supervisor and/or Tutorial Teacher

Any form of supervision serves as supportive service designed to assist and improve the tutorial program. The specific duties of the supervisor or tutorial teacher are:

1. Assist tutors with planning for instruction, selecting appropriate materials and equipment and teaching the needed skills.

2. Suggest, select and evaluate the kinds of curriculum materials that will be used in the program.

3. Assist with preservice and in-service training of tutors.
4. Schedule migrant students into tutorial program, if requested by the school.

5. Direct or conduct diagnosis of individual students who are severely retarded in reading.

6. Communicate with the principal or teacher(s) and provide them with progress reports at grading intervals.

7. Evaluate the continued performance of each tutor and determine the kind of training needed to improve tutor performance.

8. Conduct training programs for other migrant centers that are involved in tutorial reading.

9. Assist with the compilation of materials used by tutorial staff.

III. Principal

It is vital that the principal view reading instruction as an important and necessary part of the curriculum and that he be fully aware of the objectives and function of the tutorial program. More specifically, the principal's major duties are:

1. Maintain and provide an accurate account of the number of current and former migrant students.

2. Provide adequate space (away from traffic and other distractions) to house the program.

3. Inform his faculty of the objectives and function of the tutorial program.

4. Cooperate with the migrant reading staff in the initiation and maintainance of the Tutorial Program.

5. Designate someone on his staff (Guidance Counselor, Administrative Assistant, or Reading Teacher) to serve as a contact person. The responsibilities of this person are as follows:

    (a) Observe tutor periodically to see if he/she is working satisfactorily with pupils. If not, report this information to the tutor's immediate supervisor or tutorial teacher.

    (b) Complete Student Referral Forms before scheduling pupils for tutorial classes or distribute them to teachers who wish to refer pupil(s).

(c) Schedule or assist with scheduling migrant pupils who will be attending tutorial sessions.

(d) Take charge of any other situations which involve the tutor and discuss them with the tutor's immediate supervisor or tutorial teacher.

IV. Tutor

Perhaps one of the most important tasks of the tutor is to assure his students that achievement is possible. The tutor should be aware of the fact that his students need success and that this success can be realized by providing support, encouragement, and success oriented tasks. In more detail, the duties of the tutor are to:

1. Reinforce the positive behavior of his/her students. The tutor's enthusiasm and pleasant attitude can help to support and encourage this positive behavior.

2. Utilize curriculum materials and audio-visual equipment effectively. Knowing how and when to select materials based on individual needs is the basis of effective tutoring.

3. Establish rapport with his/her students. One of the best ways to accomplish this is to provide an open learning environment by listening to and responding to pupils

in a positive manner. Tutors should attempt to accept students by not showing rejection, impatience, and negative nonverbal clues.

4. Keep accurate records. The use of the Criterion Assessment System and the High Intensity Management System require the ability to maintain accurate profiles on each student. In addition, the tutor is held responsible for the following records:
    - (a) Daily Attendance
    - (b) Number of Library Books Read
    - (c) Student Referral Information (from teacher)
    - (d) Student Application Information (personal data sheet)
    - (e) Student Evaluation
    - (f) Student Self-Evaluation (student's account)
    - (g) Knowledge of Basic Sight Words
    - (h) Interest Inventory and Background Information
    - (i) Summary of Diagnostic Information. Samples of these forms are included in the Appendix.

5. Know student skill weakness. After assessing each student, the tutor must be able to summarize and interpret this information. This procedure determines what skill(s) are to be taught.

6. Provide accurate prescriptions. Based on diagnostic information, each tutor is expected to use her/his

planning time to write individual prescriptions. (See sample)

7. Know when a student needs a new assignment by evaluating and reevaluating after a skill is taught. If the student knows the skill, he is given a new assignment. If he doesn't know the skill, the tutor uses new techniques and materials to reteach the skill. There are occasions when a student can't seem to grasp a skill. The tutor is expected to go on to another skill and come back to this skill at a later date.

8. Instruct student at proper level. The grade level of the student is important here only for choosing materials of interest. The tutor is required to teach the student at his instructional level which is determined by an Individual Reading Inventory (IRI).

9. Obtain student self-evaluation. Each student is provided periodically (Nov., Jan., and April) with evidence of his progress by completing a self-evaluation checklist.

10. Use book reward system. A concerted effort is made to help student acquire the habit of reading. Tutors must understand that the more a student reads, the better he reads. Tutors must also be aware of the fact that independent library reading gives the student an opportunity to use and reinforce his newly acquired skills.

LESSON PLAN

TUTOR Jane White

Oct. 9, 1973 DATE

	Sue Brown	John Hadley	David Jones	Notes
MONDAY	(I) Phonics Workbook A pages 18,19,20 34-1 Crit. (I) Phonics is fun pages 5,6 34-4 Crit. (T) Oral discussion on story. 34-2 a,o,u	(T) Teacher-pupil discussion & drill on basic sight words. (I) Corrective Reading Guide I. pp. 19,20,21 (I) C.R.G. pp. 26,27 34-4 Criterion	(I) Reading Comp. Level 5...McMillan Spectrum Units 1 & 2 (I) Oral Discussion on 44.4 Crit. Use flash cards (T) Phonics Workbook "C" Unit 6, pp. 95,96	1. Sue is having difficulty with a,o,u. 2. John completed his first assignment. 3. David needs more comp. work.
TUESDAY	(I) Read On B/18 34-1 (T) Short Vowels Game and drill 34-2 Crit. (I) Corrective R.G.II pp. 3,10 34-2 Crit. Vowels a,u Independent Reading	(I) Corrective R.G.I pp. 26,27 34-4 Crit. Independent Reading (I) Vowels & Variants 3 pp. 3,4 34-4 Crit. (T) Oral Discussion on Crit. 34-4 Use of Flashcards	(T) Teacher-Pupil discussion and drill on Forced Voc. (I) SRA Lab IIa Unit 3 Crit. 44-4 (I) Independent Library Reading	1. Sue is beginning to hear short a. 2. John-progressing slowly. 3. David is reading on his own more.
WEDNESDAY	(I) Using the Context clues B. Barnell-Loft, Units 1,2 (T) Conference on Library Book Oral Drill, Sight Words (I) Phonics Workbook B pp. 24,25,26 (34-2)	(I) Phonic Drill, Use of Language Master Blends cl,cr,gl,gr (I) Book Illustration Conquest in Reading Unit 1, pp. 2,3 Crit 34-4 (T) Oral drill on Sight words	(I) Read On B/22 Crit. 44-4 (I) "We are Black" Level I Independent Reading (T) Oral drill on Forced Vocabulary	1. Sue - more practice with context clues. 2. John - more oral expression. 3. David - almost finished with Forced Vocabulary.

(See Chapter XII for Book Reward System, Sample Book Report Forms and Book Conference Sign-In Sheet)

11. Report to work on time. When a tutor is absent he should inform the school, the Migrant Center and his immediate reading supervisor or tutorial teacher. His tutorial teacher or the office manager keeps a record of his absences, appointments or school time, tardiness and other emergencies. (See appendix for Notification Form)

12. Accept and apply teaching suggestions. After assistance from the tutorial teacher, the tutor is expected to incorporate suggested methods and procedures in his/her teaching style.

13. Follow-up student's absence. If a student misses more than three sessions, the tutor is expected to determine the reason(s) for the absence. This procedure is followed by a report to the Visiting Teacher for that school. It is then the responsibility of the Visiting Teacher to contact the parents.

14. Initiate creative ideas. There will be times when a tutor has exhausted all known techniques for teaching a skill. Each tutor is encouraged to try out new ideas and to create new materials. Time is allotted during inservice training to explore and exchange these new ideas.

15. Build good study habits. Tutors are encouraged to assist students with assignments from other classes such as science, social studies and math. The idea is to demonstrate procedures for completing assignments.

16. Develop vocabulary skills. Students who know the Basic Sight Words are introduced to Forced Vocabulary Words. The Forced Vocabulary is a compilation of words used frequently in standardized tests. (See list in Appendix)

CHAPTER IV

TUTOR TRAINING TECHNIQUES

The success of any tutorial program depends upon how effectively the objectives are defined and articulated. Consequently, before planning a tutor training program, careful consideration should be given to what a tutor must be able to do in order to execute the objectives of the program. During the planning stages of tutor training, specific objectives for each session or skill should be outlined.

Accompanying each objective should be (1) activities or procedures for carrying out the objective and (2) the evaluative procedure or instrument to determine if the objective has been met.

The attrition rate among tutors is sometimes caused by (1) a lack of communication among tutors and training staff (2) the selection of persons who are unable to make the necessary adjustment required of tutors and (3) the decision of the more abled tutor to return to college to complete his/her training It is expected that tutors will drop out because they are unsuitable or leave to return for further training. However, there are several procedures that may be used to keep the lines of communications open between tutors and training staff. Some of these include:

1. Allowing tutors to assist with planning the training

program. This can be accomplished by the use of a survey to determine what they (tutors) want to know.

2. Allow ample time for questions after each skill or session.

3. Involve the more advanced tutors in presenting information to the other tutors.

4. Use a variety of presentation techniques such as role-playing, demonstrations, panel discussions, team reports, small group discussions and lectures. The use of lectures is more effective when audio-visual techniques are used.

Methods of tutor training will vary depending upon the objectives of the program and the ability of the tutors. However, there are some basic principles to be considered when planning for tutor training such as:

1. The Needs of the Tutors - It is difficult to know what and how much to teach a tutor unless there is some indication as to what is already known. Known skills can be determined by pre-test, surveys and informal discussions.

2. The Objectives of the Program - If the purpose of the activity is not clear to tutors, difficulties will occur because the training staff will be striving to accomplish one task and the tutors another.

3. Amount of Time Necessary to Achieve Training Goals - The appropriate procedure for allotting time to decide on how much time is necessary to complete each objective. Example: One of the objectives is to have tutors examine and discuss basic reading materials that may be used in a tutorial setting. What method(s) of presentation will be used to accomplish this objective? Will the tutors be asked to present the reading materials? How many different kinds of materials will you ask them to present? How much time will it take for the tutors to prepare their presentation? How much time will be needed for each kind of materials? As you can see, an objective such as this can require from three hours to three days depending on how many kinds of material is to be examined and the method(s) of presenting these curriculum materials to the tutors.

4. Consultant Assistance - If the training session is a long one (three to five days) it may be necessary to ask for additional help from outside sources (University professors. classroom teachers, other reading supervisors) to assist with certain portions of tutor training. Nevertheless, if outside assistance is needed, certain information should be imparted to the person(s) being requested to assist. Information such as:

(a) Clearly stated objectives of the task(s) they are being asked to perform.

(b) The evaluation procedures or instrument required to determine if the objective was met.

(c) The number of tutors participating in the training session.

(d) Any information about the abilities or background of participating tutors.

(e) The kinds of materials or equipment available to her/him to complete the task.

(f) The amount of time that has been allotted for his/her specific task or objective.

(g) See Consultant Courtesy Sheet following (Devised by Marion S. Crawford)

5. Adequate Space - Enough space for total group participation as well as for small discussion groups should be available. In addition, provisions should be made for:
   (1) sufficient electrical outlets
   (2) extension cords and screens
   (3) additional tables, easels or display areas if required
   (4) sufficient parking space
   (5) chalkboard and/or bulletin board

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
REGION III

CONSULTANT COURTESY SHEET

Please complete and/or attach the appropriate information and return NO LATER THAN October 9, 1972.

1. A current vita sheet
2. A five line description of what your session will include

____
____
____
____
____

3. Describe your A-V or duplication needs: (Please be specific) If video tape will be used - indicate model and number.

____
____

4. Room set-up or furniture needs: ______________________________

____
____

5. Transportation needs: I wish to be met________. Arrival date ____________

time ___________ airport, airline and flight number ______________

______________________________.

Consultant Briefing Session will be held October 30, 1972 at 6:00 p.m. Please plan to attend if possible. Check here if you will attend __________________.

____
Signature

Devised by: Marion S. Crawford
Broward Coordinator
Migrant Education

6. Tutor Participation - During tutor-training sessions, consideration should be given to tutor participation with reference to "doing" (at least 90% of the time), "seeing" and "listening" about 10% of the time. The ideal procedure for training tutors is the use of a multisensory approach.

7. Evaluative Procedure - A great deal of attention should be given to post-testing items on each objective. If tutors have not grasped the skill, time must be allotted to reviewing and/or reteaching. (See Appendix for Sample of Post-Testing on Diagnostic Information).

8. Application of New Knowledge - Near the end of the training period, tutors should be given an opportunity to apply the new skills that have been learned. If, during training, the emphasis has been on teaching reading skills, an excellent technique for applying new knowledge is to require each tutor to plan and teach a specific reading skill. Video-tape each tutor's teaching lesson. These lessons may be used later for reference purposes or for critiquing sessions. Ask tutors to evaluate or rate each other after each practice teaching session. (See Appendix for Rating Scale).

Orientation Session

The success of the tutorial program will depend a great deal upon the quality of training that is provided. The very first orientation session should include some of the following activities:

1. Greetings and Introductions - Time should be allotted for tutors and training staff to get acquainted. One way to do this is to divide the group into pairs. Give them about fifteen (15) minutes to talk to each other. Then ask each tutor to introduce his teammate, giving her name and using four descriptive words which would tell the rest of the group about her partner. Example: This is Louise Jones. She is intelligent, alert, sensitive and well-dressed.

2. Need and Purpose of the Tutorial Program - Often tutors are rushed into training without the slightest notion of what tutoring is, why tutoring is necessary and what objectives are to be emphasized.

   Migrant pupils in Florida attend classes with non-migrant pupils. Prior to the Tutorial Program, assistance was given to any teacher or any class where migrant pupils were located. However, this procedure proved to be unsatisfactory because many non-migrant students were also being served. The Tutorial Program was initiated because eligible migrant students could be identified and scheduled away from their regular classes one hour during the day. This type of program proved beneficial for any migrant students who enter school late in the year. Late entrance is an added burden to the classroom teacher because he/she is expected to take time to pre-test and assess the needs of these late arrivals. The tutor has the time to do a proper diagnosis and pass the information on to the classroom teacher.

3. Tutorial Objectives - The training staff should assume that tutors know nothing about program objectives or in-service objectives. Time should be allotted to clearly define the goals of the program. Even with returning tutors, this procedure is necessary because objectives or goals change from year to year depending upon the description of the student population.

WORKSHOP CHECKLIST

Yes or No

To be assured that all the proper channels and procedures have been covered, the following checklist will help you in your overall planning of the workshop.

1. Are the objectives written and communicated to all persons who will be involved? __________

2. Will consultants be used? __________

3. If yes, have they been included in the planning? __________

4. Have consultants been located and their participation verified (preferably in writing)? __________

5. Have the consultants received information in writing or in a planning session that clarifies specifically what they are expected to do and what general procedures will be followed? (If consultants travel long distances certain courtesies should be extended.) __________

6. Will consultants provide their own materials? __________

7. If no, have provisions been made sufficiently in advance to produce or reproduce materials? __________

8. Have procedures been outlined and communicated for securing and utilizing any A-V equipment and materials that will be needed? (This should include a list with each item and the location for its use.) __________

9. Has a location been secured and verified in writing? __________

10. Has the location been checked for use of A-V equipment? Are there sufficient electrical outlets, extension cords and screens? Can the lighting be controlled? Are there obstructions (columns, immovable panels, etc.)? __________

11. Will additional tables, easels, or display areas be required? __________

What about registration materials, tags, labels, printed programs, packets? __________

12. Can the participants move about or be grouped comfortably? (Include hostesses or guides if necessary.) __________

13. Is there sufficient parking space? __________

14. Have the personal needs of the participants been planned for? (breaks, location of rest rooms, etc.) __________

15. Has written communication been sent to all persons who will be involved including: What? When? Why? and Who? (Include the news media and Photographers) __________

16. If information from respondents is necessary for planning, was a realistic deadline and method for reply made clear? __________

17. Does the program format include a balance of activities with emphasis upon participant involvement as opposed to back-to-back lectures? __________

18. Is the program format scheduled so that activities will begin promptly, move interestingly and end before participants become fatigued? __________

19. Has a procedure for evaluation been designed which is consistent with the objectives? __________

20. Has a procedure for the compilation workshop results, follow-up and dissemination been established? __________

21. After the workshop, have persons who contributed to the success of the workshop received written commendation for their contributions? __________

Devised by: Marion S. Crawford
Broward Coordinator
Migrant Education

SUMMARY

Perhaps the most important group activity that the reading consultant will initiate and participate in, is the in-service program in reading. A number of important principles should guide him as he prepares, conducts, and follows through with such programs.

In-service programs that reflect the realistic needs of the school and its staff have the best chance for success. By means of conferences with the consultant, questionnaires, and informal and formal group meetings, staff members should be given an opportunity to suggest the needs that they themselves have observed relative to reading instruction. But the reading consultant will no doubt discover needs overlooked by individual teachers, because he will have had the advantage of having made classroom observations, conducted demonstration lessons, synthesized the results of meetings with individuals and groups, analyzed questionnaires, and studied the results of standardized and informal tests. Analyzing all these activities together should make the consultant uniquely qualified to determine reading needs.

An in-service program that threatens the security of staff members cannot succeed. Nevertheless, if teachers are themselves to some degree dissatisfied with their classroom performance, they should be in a more receptive mood for the changes which in-service programs often presage. An in-service program stimulates an evaluation of the status quo, and reluctance or active resistance during the early stages of a program may be a healthy sign of the teachers' involvement rather than a sign of program failure.

The list that follows represents specific guides to conducting successful in-service programs.

1. The active support of teachers who are reputed to be extremely capable instructors and who are respected by other teachers greatly helps the reading consultant in organizing and conducting the in-service program.

2. Programs that try to accomplish too much in too short a time will not have lasting results.

3. Programs that require too much of the teachers' "free" time are likely to breed resentment and failure.

4. In-servive reading programs that involve persons who teach in a subject area must reflect the goals and objectives of that area. To help ensure fuller cooperation from content-area teachers, the consultant should use the materials of their subject to demonstrate the application of specific reading skills.

5. To be successful an in-service program must have the full support of the administration.

6. Participants in the in-service program should have the opportunity to share in both the planning and the evaluating of the program.

7. The consultant in charge of a system wide program may be able to identify a need existing at all levels or a need existing at a particular grade level or in a particular subject field. Although meetings involving only grade or subject-area teachers may be important, programs organized around the entire staff of one institution will in all

probability be most successful.

8. The reading consultant should capitalize on the interests and efforts of such groups as grade-level chairmen, guidance committees, and resource personnel.

TIPS

Conducting a Workshop for Teachers

1. Give credit to individuals contributing to the workshop.
2. Secure for the teachers released time from regular school duties or schedule the meetings when groups of teachers are free (as in a departmentalized situation).
3. Begin and end sessions promptly.
4. Deal with a specific problem or area.
5. Organize a program with teacher participation rather than present a formal lecture.
6. Let attendance be voluntary.
7. Provide refreshments when possible.
8. Relate techniques to everyday teaching by using regular school materials.
9. Follow up the workshop sessions by distributing a brief summary of the proceedings.
10. Incorporate audio-visual techniques at every opportunity.
11. Provide for teacher evaluation of the sessions and incorporate their suggestions into the planning of future workshops.
12. Be realistic in recognizing school problems.

CHAPTER V

ESTABLISHING POSITIVE RELATIONSHIPS

Tutor-Tutee - The positive attitude of the tutor determines how successful she is with the tutee. The tutor must first believe that her student wants to learn and can learn. She must believe that the student has failed because not enough attention has been paid to his special learning needs. If a tutor begins the program believing that his pupil is intellectually retarded, he (the tutor) is defeated before he gets started.

Many migrant students have good reason to distrust the motives of adults. Some basic techniques for establishing rapport are as follows:

1. Make only promises that can be kept and follow through on promises made. Students tend to distrust "wishy-washy" people. If a decision is made, stay with that decision unless an emergency occurs that hinders the decision.

2. Practice those qualities that you are trying to instill in students. It is almost impossible to get students to practice certain behaviors unless you practice them yourself. An example is being punctual at work and with appointments.

3. Be careful about giving lectures on how to behave. Most students appreciate being made responsible for their actions. Ask students to set up codes of behavior and the alternatives for violating those codes. People are more apt to follow their own rules than the rules of someone else.

4. Allow student to do most of the talking. This gives him an opportunity to express his ideas and opinions. Try not to interrupt the student when he is talking. However, if he digresses from the subject, get him back on the subject by saying, "how does this relate to the subject we were talking about?"

5. Avoid giving praise when it is not deserved. The tutor who constantly says "Wonderful," "Great," "Very Good," loses the respect of the tutee.

6. Encourage and support the tutee's positive behaviors and attitudes but don't try to reform him except as it relates to reading. All children are different in experiences and/or culture. These differences should be appreciated and respected.

7. Learn how to interpret non-verbal behavior. The tutee will tell you many things through his actions rather than with words. Observe body clues and facial expressions. Students who dislike reading give many

indicative signs such as: (a) asking to be excused each time he is asked to read (b) starting a long unrelated discussion during reading sessions (c) complaining of a headache or stomachache when it's time to read (d) always losing or misplacing books (e) yawning and/or rubbing his eyes (f) withdrawing into complacency or silence.

8. With many children establishing good rapport is a slow process. Be patient by accepting the tutee as he is. You will win his trust by being honest with him, by being sensitive to his needs, by being sincere in your judgements, by having faith in his ability and by not betraying confidential information which he has entrusted to you.

Tutor-Tutorial-Teacher - A successful relationship between tutor and the tutorial-teacher correlates highly with a great degree of respect that exists between the two. Both the tutor and the tutorial-teacher must feel an obligation to each other as well as to the students. The tutor is obligated to accept and apply teaching suggestions. The tutorial-teacher is obligated to give these suggestions in a courteous and thoughtful manner without damaging the integrity or dignity of the tutor. Below are some behaviors that should be observed by all tutorial personnel if they are to work harmoniously for the benefit of students.

1. Be your true self. Speaking, dressing or acting to impress others is "phony". People tend to avoid these types of people.

2. Be empathetic. Try to "feel with" and understand. Before criticizing the method that another person used to solve a problem think of how you might have felt if the problem had been yours.

3. Show respect for each other as human beings. It's perfectly normal to express dislike for something that a person does but at the same time, we should show regard for each other as fellow human beings. We must attack the behavior not the person. Example: Tutorial-teachers should make suggestions to tutors when students are not present, preferably during planning time. If a tutor is presenting incorrect information or demonstrating a procedure incorrectly, the best technique to apply is to say, "May I assist you with that?" Demonstrating the correct procedures to use is more desirable than saying, "No, that's not right." This procedure also helps the tutor to maintain the student's respect.

4. Exhibit warmth, understanding and acceptance. Try to develop that kind of relationship that will encourage other people to express their real feelings and, in turn, try to reflect your understanding of those feelings.

5. Be an attentive listener. Many times, people are so anxious to explain their own views, that they never really hear what the other person is saying. Example: The tutorial-teacher who is so busy telling the tutor how something is to be done but never listens to the tutor to find the extent of her/his understanding. Good supervisors are good listeners and they usually know how much and to what extent assistance is needed.

6. Explain policies and procedures carefully. Set fair, attainable goals. People like to know what is and is not expected of them. Example: It is the responsibility of the tutorial-teacher to inform tutors of their duties and responsibilities. Make no assumptions about what is known.

7. Expect success in whatever activity is attempted. There is a kind of self-fulfilling prophecy in much of human behavior: When we are led to expect something, it tends to be more likely to happen. Expectations of success often lead to success - and expectations of failure may well beget failure.

8. Be enthusiastic in what you do with others. Remember, however, that this must be sincere enthusiasm if you are to be your own true self. This kind of enthusiasm

> has been shown to be more important, for instance, than any materials or technique you might use in working with others. Inadequacies in facilities or equipment can be compensated for by enthusiastic ingenuity.

The behavior and attitudes which Tobias suggest are elements which can be found in any relationship which expands the self. The teacher or tutor who gives of himself this way to students in and outside the classroom, to his colleagues, and to others creates human therapeutic experiences which foster personal growth in other people and in himself.

Tutor-Principal - The tutor should always keep in mind that he/she is under the direction of the principal because he/she is housed in his/her school. Keeping this in mind, the tutor should:

1. Respect the principal by following the same rules and regulations as the other faculty members in the school.
2. Ask permission to leave the campus if an emergency arises during the school day.
3. Participate as much as possible in school activities and school affairs. This creates an atmosphere of cooperation and togetherness.
4. Go directly to the principal (or a person assigned by him) whenever a situation arises that could cause problems.

The principal also has some obligations to the tutor. He/she should:

1. Respect the tutor as a person who is trying to give assistance to his students. This includes not asking tutors to leave their students to run errands or perform other chores.

2. Invite tutors to participate in school activities. To invite participation is to create a friendly, cooperative atmosphere. To make participation compulsory is to cause uncooperation and anamosity.

3. Call the tutorial-teacher or program coordinator when a problem arises.

4. Inform the migrant reading staff of undue absences and tardiness of tutor.

5. Make suggestions to the tutorial-teacher about ways to improve the tutorial program.

CHAPTER VI

THE POSITIVE APPROACH: THE TUTOR RESPONDS TO UNEXPECTED SITUATIONS

There will be occasions when the tutor is confronted with problems or situations that have not been discussed during orientation or in-service sessions. In order to combat or cope with these unexpressed incidents, the training staff and tutors should construct situations which might occur and allow tutors to respond. How a tutor responds to an incident will depend a great deal upon the particular tutor and the school to which she is assigned. However, the training staff should take this opportunity to discuss the positive approach to handling unexpected problems. Listed below are some of the situations that were discussed or dramatized (role-playing) in one of the training sessions:

What Would You Do If ----

1. You are asked by the principal to teach a student who is non-migrant but who needs remedial reading instruction.

   Possible Responses

   (a) Accept the student at the time and inform your tutorial-teacher who will inform the person that the student is non-migrant and therefore does not qualify.

(b) Suggest a migrant student in place of the non-migrant student.

(c) Explain that you were instructed by your tutorial-teacher not to accept students until she approves their eligibility.

2. You are asked to substitute for a teacher who is absent from school.

Possible Responses

(a) Explain that you are expecting your tutorial-teacher that day and you must demonstrate teaching a skill.

(b) Ask the person who is making the request to call the tutorial-teacher or Language Arts consultant to get their permission.

(c) If you happen to be free of student when the request is made, find something constructive to do; plan for the next group of students, work on skills file, work on picture file, correct papers, organize materials and equipment or complete individual pupil folders.

3. The tutorial-teacher tells you to do one thing and the principal or contact person tells you to do another or vice versa.

Possible Responses

(a) Ask the program coordinator to have a conference including the tutorial-teacher and the principal to clear up the directions.

(b) Follow the advice of the tutorial-teacher if the directions are concerned with instruction. If the directions are concerned with school facilities and/or student control, follow the advice of the principal.

4. One of your students is consistently absent from tutorial sessions.

Possible Solutions

(a) Check with the classroom teacher or guidance counselor to find out if the student is in school or if he's only missing tutorial sessions.

(b) Report absentees to the visiting teacher for that school so that contact can be made with the parents.

5. You are late to your school and the principal or contact person questions you about it.

Possible Responses

(a) When you are going to be late, you should contact the principal or contact person to let them know what happened.

(b) If your lateness is unexpected such as a flat tire or other car troubles, you should tell the principal why you were late without being asked.

(c) Your students are your responsibility. If you know that you are going to be late, you should contact your tutorial-teacher or another tutor in that school to make provisions for your students.

6. A teacher asks to borrow materials or equipment that has been checked out to you for your students.

Possible Responses

(a) Inform the teacher of how to check out her own materials or equipment from the curriculum center.

(b) If the material or equipment is to be used with one of the students that you are tutoring, let the teacher use it for a specific amount of time.

(c) Say to the teacher that you must check the materials back in but that she may check the same ones out in her name.

7. You are in the habit of doing something your way and the tutorial-teacher asks you to do it another way.

Possible Responses

(a) Explain your procedure to the tutorial-teacher to find out if your way is workable.

(b) Many times you will be told a specific procedure to follow because of evaluative information. If your tutorial-teacher insists that it be done a certain way, do it that way.

8. One of your pupils seems to have symptoms of a health problem: toothache, visual or hearing problem, or hunger.

Possible Solutions

(a) Report the names of all students who seem to have visual or hearing problems to the tutorial-teacher who will complete a referral for health services.

(b) A toothache should be reported immediately to the regular classroom teacher, the guidance counselor, or the contact person.

(c) The names of hungry pupils should first be reported to the principal. If no action is taken, report names to tutorial-teacher who will see that provisions are made for food.

(d) Tutors should never administer medicine to students. This includes aspirin.

9. One of your students is out of school often because he doesn't have proper clothing.

Possible Solutions

(a) Report such cases to the tutorial-teacher who will contact the School-community Specialist who makes provisions for such students.

(b) Tutors should be careful about giving clothing or food to youngsters. Many students are very proud and resent these gifts. That's why the problem should be referred to persons who are trained in this area of social relations.

10. You are not sure how to teach a certain skill or about how to answer a question correctly.

Possible Solutions

(a) When you are not sure of how to teach a skill, go to one that you can teach until you learn how to teach the skill.

(b) If a student asks you a question that you can't answer correctly, be honest and tell the student that you don't know the answer but that you will find out for him. Be sure you consult with your tutorial-teacher or someone else to find the answer.

11. A student is very rude to you or constantly disrupts the class.

Possible Solutions

(a) A student is usually disruptive for two reasons. First, he may be seeking attention or secondly, he may be extremely bright and needs additional work to keep from being bored. Put this student in a leadership position. Ask him to assist you with school tasks.

(b) Provide adequate assignments for fast workers. Let this student plan with you what his tasks will be during the session. If necessary, list them on the chalkboard and have him check them off as they are completed.

(c) Report student to guidance counselor, dean or principal when the first two fail.

12. You will be absent from school for one or more days.

Possible Solutions

(a) Whenever you are absent from classes you should notify three sources. First, call your school. Secondly, phone your immediate supervisor or consultant and thirdly, call the Migrant Center personnel who is in charge of recording absentees.

(b) If you know in advance that you will be absent for two or three days, you should give this information when you call the three (3) sources above. If you are out for one day and discover that you must be absent the following day, you should transmit this information to the proper sources.

(c) Unless you have informed the proper sources of your absence for a specific number of days, you should always call the morning of your absence.

13. The principal asks you to dress a certain way (cut your hair, if you are a male).

Possible Responses

(a) Each school has its own dress codes. You are to follow the dress codes for the school to which you have been assigned. (Example) Some principals do not permit the female personnel to wear pants.

(b) Your first day in your school will give you some indication as to the dress codes. Observe the other faculty members.

(c) If after observing other staff members you are still in doubt, ask the guidance counselor or the dean of girls.

(d) If you are male and the principal requests that you cut your hair or shave, you must decide between cutting your hair and transferring to another school.

14. You need to leave school early to pick up curriculum materials or equipment.

Possible Solutions

(a) If you wish to pick up materials or equipment, it should be done during your planning time (A.M. or P.M.).

(b) You should notify the school and your immediate supervisor of the time that you will be leaving campus for this purpose.

(c) If you think that you will need additional help with the selection of materials, you should notify the person who will be giving the assistance at least two days in advance.

15. You wish to leave school during your lunch period or planning time to take care of personal business.

Possible Solutions

(a) Leaving your assigned school for personal business must be granted by the school principal.

(b) If the principal permits such procedures, you should notify the Migrant Center personnel who is responsible for such information (secretary, consultant, etc.).

(c) The same procedures above should be followed if you must leave school because of an emergency.

16. In the school lounge, you are approached by someone who wishes to discuss someone else.

Possible Responses

(a) If you are working with your students during their scheduled time and planning when your students are not with you, there will be very little time left for lounge gossip.

(b) An excellent defense against idle talk is to listen and make very few comments. People are not anxious to talk to others who never have any information to offer.

(c) Avoid those persons who tend to know everything about everybody's business. It's best to be courteous, speak and keep moving.

17. The principal or faculty invites you to participate in their social activities.

Possible Responses

(a) You are free to decide what you will do with your social life as long as it does not affect your job responsibilities

(b) Many times, participation in social activities bring about a closer working relationship. It helps you to understand why people respond as they do.

18. You are asked questions about the Migrant Center and you are not sure about the correct answer.

Possible Responses

(a) It is always your responsibility to know as much as possible about the agency for whom you work.

(b) Ask the tutorial training staff for brochures, pamphlets or other materials that will help you to understand all the components of the program.

(c) Refer the inquiring person to the program coordinator or director.

19. A visitor or parent questions you about your qualification to teach reading.

Possible Responses

(a) Explain briefly that you have had special training by reading specialists. You may mention two or three areas of training.

(b) If you feel that the inquiring person is sincerely interested in children or the tutorial program, you may invite him/her to observe you teaching a group session.

(c) If you feel that the visiting person has negative interests, refer him/her to the principal or contact person in that school.

(d) Report all visitations to your immediate supervisor or migrant Language Arts consultant.

20. One of your students makes a "pass" at you.

Possible Solutions

(a) This may occur if you are working with high school students, especially if you are rather young yourself. Keep the tutor-tutee relationship positive but firm. Allowing too many jokes and playful talk may encourage students to make "passes".

21. You are white/black and a student says that he/she doesn't like you or any white/black person.

Possible Responses

(a) Racial prejudice is very seldom orally communicated. If so, try to get the student to understand that it's wrong to judge people based on their color, creed or religion. Explain that people should be judged on the basis of how they respond and treat other people.

(b) Many times this problem cannot be handled by you (the tutor). Report such incidences to the guidance person or the Dean.

22. Some of your students are not as clean and well groomed as you think they should be.

Possible Solutions

(a) If you have established a positive relationship with your students, it will be easier to discuss personal hygiene and cleanliness. However, this should always be discussed with each student on an individual basis.

(b) If uncleanliness seems to exist because of a lack of clothing, report these cases to your immediate supervisor. In some instances, clothing may be provided through the Migrant Education Clothing Bank.

(c) Discuss the problem with the guidance person or the student's regular classroom teacher.

23. A student asks you to give him/her a ride home or to some other location.

Possible Responses

(a) Tutors should not transport students unless a parental release has been signed. The release form is necessary because students are not covered by your automobile insurance. If there is an accident while you are transporting a student, you are liable for damages.

(b) Explain to the student that you are not allowed (by law) to transport students.

(c) Explain to the student that it is unsafe to ride with others without special permission from his parents.

24. A student comes to tutorial session so tired and sleepy that he/she is unable to concentrate.

Possible Solutions

(a) Put the student at his desk away from the others and let him sleep.

(b) If this occurs again, ask student to explain why he/she is always sleepy during the day. It's possible that the student works at night.

(c) Report repeated cases to the classroom teacher or other school authorities (Guidance, Dean, Principal).

25. One of your students has many personal or family problems and wants to confide in you.

Possible Solutions

(a) It is always polite to listen when others are talking to you. But you should just listen and not give advice. You may not have all the facts and your advice could cause problems. It is not your duty to make home visitations.

(b) Be kind. But suggest that the student discuss his problems with parents, teachers or guidance persons.

26. You are asked by the principal to make home visitations.

Possible Responses

(a) Home visitations should be made initially by the regular classroom teacher or the visiting teacher. Ask the principal for the names of those persons who have made home visits. You may also ask the principal the purpose for the home visit.

(b) After the above information has been received, you should make this request known to your immediate supervisor. Ask for her opinions and advice.

(c) If you are extremely concerned about a student and you feel that your visit to the home will make a difference in the student's performance then, you should make the visitation. Before the home visitation, you should meet with your supervisor to discuss what you will do and say.

27. You must leave school early in order to attend a meeting, conference or workshop.

Possible Solution

(a) You should always notify the principal or persons designated by the principal before leaving your tutorial sessions unattended.

(b) At the elementary level you should also contact the regular classroom teacher so that students will not be sent to the tutorial sessions.

(c) At the high school level, you should inform your students of the time that you will be away at the meeting. It would be wise to give your students meaningful assignments for discussion when you return.

28. You are asked to supervise bus or cafeteria duty.

Possible Solutions

(a) Explain that you must get permission from your supervisor.

(b) Explain that you must spend the time either planning for or teaching your students.

29. A student who attends your tutorial sessions has been given homework and asks for your assistance.

Possible Solutions

(a) Use the time that has been provided for independent activity to assist students with homework.

(b) If you are not sure how to assist the student, be honest with him/her and explain that you would like to help but that you're not sure.

30. One of your students uses very poor grammar in conversation or in tutorial participation.

Possible Solutions

It is usually impolite to interrupt anyone while they are speaking. This is especially important if corrections are necessary. The best policy is to provide oral exercises so that the student may use the phrases or sentences that are causing problems. This would be the time for grammatical corrections.

31. Your students ask to be taken on a field trip.

Possible Solutions

Refer the request to your immediate supervisor. Include the following information (1) place to be visited (2) number of students to make the field trip and (3) the approximate cost per pupil.

32. A pupil consistently misses tutoring session because of physical education classes, music, or special programs.

Possible Solutions

(a) Speak with the regular classroom teacher and the problem. Maybe there is a schedule conflict that can be corrected.

(b) Refer the problem to the proper school authorities.

(c) Refer the problem to your immediate reading supervisor.

33. The faculty doesn't seem to accept you or resents your presence.

Possible Solutions

(a) Generally, people are friendly toward you if you return their friendship. If the faculty does not accept you, perhaps you should examine your mannerisms regarding others.

(b) Make a gesture to be a part of the faculty by attending PTA, assisting with student related activities and becoming involved with faculty during social activities.

34. A pupil asks you for an aspirin or a band-aid.

Possible Solution

(a) Tutors should never give a student any oral medication. Refer student to the guidance counselor. Administering a band-aid is permissible

CHAPTER VII

CHILD GROWTH AND DEVELOPMENT: ITS RELATIONSHIP TO LEARNING

For many adults, children are a relatively little understood subspecies of humanity, sometimes enchanting, sometimes exasperating, but in either case baffling. Before any attempt is made to help tutors understand the reading process, adequate time should be devoted to explaining and discussing the growth patterns of children.

Anyone concerned with teaching is obligated to understanding and applying basic principles of growth, development and learning. Adults must recognize that growth follows a sequential pattern and must not be forced. Because mental, physical and emotional growth vary for each student, the teacher or tutor must provide for these individual differences in the learning environment.

According to Logan, there are some basic principles of growth and development which should be understood by parents and teachers.

1. Development is a continuous, gradual and orderly process. What occurs at one stage of growth carries over and influences the following stages.
2. Development proceeds from general to specific responses. Instruction must proceed from the simple to the complex, until a student gains skill by building upon what he already knows.

3. Development is interrelated. The teacher or tutor needs to keep in mind that every aspect of growth is affected by every other aspect. For example, in learning to read, the student's emotional self, social self, and physical self are all involved, along with his intellectual self.
4. Growth varies among individuals. So, it is expected that in a group of ten year olds, there will be short, tall, thin and plump children. This principle holds true as it relates to behavior patterns and mental development.
5. Development proceeds at different rates for different parts of the body. Not all parts of the body grow at the same rate, nor do all aspects of mental growth proceed at the same pace.
6. Each individual normally passes through each major stage of development. The rate and time required to complete the characteristics of each stage of development differ from one child to another, but by the time the individual reaches twenty-one years of age, the development will, except in unusual cases, be completed.
7. Each developmental stage has characteristic traits. For example, the tendency for the sexes to go their separate ways begins in the late pre-school years and reaches a peak at about age ten.
8. Many problems are normal behavior for the age in which they occur. Each developmental age is accompanied by certain

undesirable forms of behavior that are unique to that age and are outgrown as the child moves on to subsequent stages of development.

9. Growth creates needs. Needs, motives, and personal-social drives of children are the results of years of living in a particular environment. They are not wholly determined by growth. The kind of culture that emerges from a specific environmental pattern determines to a significant extent the pattern of behavior and the growth of the personality.

10. Growth is modifiable. Although the urge to grow is innate, under certain conditions it may be modified in rate and timing. When pressure is applied before a child is ready, frustration may result. For example, research tends to show that children who are pressured into learning to read before first grade tend to stabilize at third grade. By this time, they are average third grade readers. Learning to read tends to recede to the original rate when pressure is released.

Early Childhood (3 - 5 years)

I. DO YOUNG CHILDREN NEED PRESCHOOLS?

Early education is advisable for all children, not merely because of the need to offset any disadvantages in their background, but also because they are ready by the age of four for a planned fostering of their development and because educators know some of the ways to foster it through school programs.

II. WHAT ARE SOME OUTSTANDING CHARACTERISTICS OF THE AGE GROUP?

According to Dr. Widmer, some of these characteristics include receptivity, "seeking tendencies", vitality, freedom and creativity, spontaneity, imagination, impulsiveness, individualism, curiosity, egocentricity, predominant object-and-action orientation, play behavior and restlessness.

III. HOW IMPORTANT IS A WELL-BALANCED NUTRITIONAL DIET?

Good nutrition for the pre-school child is of prime importance in determining whether he will in fact realize his genetic potential. It is during this period when the human brain has its most rapid growth that intelligence may be irreversibly impaired due to malnutrition.

IV. WHAT ARE CONCEPTS? HOW CAN THEY BE DEVELOPED IN YOUNG CHILDREN?

Concepts are the basis of a child's thinking process. Concepts can be formulated, clarified and extended by involving the young child in the following activities:

A. Trips, visitors and other community resources.

B. Celebration of birthdays and holidays.

C. Constructions, murals, paintings, drawing and other art media.

D. Discussions,sharing, experiments, and exhibits.

E. Books, stories, poems, pictures.

V. WHY SHOULD THE YOUNG CHILD BE ALLOWED AND ENCOURAGE TO PLAY?

Play is the work of children. This the way that the young child discovers the world around him. Play creates many practical situations in which the child discovers and observes, and reasons and solves problems.

VI. WHAT WERE THE MAJOR FINDINGS OF RESEARCHERS WITH REGARDS TO EDUCATING THE YOUNG OF POOR PEOPLE?

Research seems to indicate that:

(a) Children with kindergarten experience tend to make relatively more rapid progress in the first five grades than children who have not attended kindergarten.

(b) Children in grades one through three with kindergarten background show a marked advantage in both reading rate and comprehension over children who have not attended kindergarten.

(c) In grades one through three, they tend to establish better person-to-person and person-to-group relationships.

VII. WHY IS THE "SHARING TIME" OR "SHOW AND TELL" SO IMPORTANT TO THE YOUNG CHILD?

It is during these sessions that the child learns to:

A. Speak distinctly.
B. Speak in front of a group.
C. Tell an incident in sequence.
D. Listen politely.
E. Speak in complete sentences.

The following Achievement Checklist is not a test. There are no established norms for different grade groups. It is a list of items for assessing achievement which were selected from the literature and which have been reviewed by specialists as being appropriate for the early childhood years.

Child's Name ________________________ Date _______________

Achievement Checklist for
Nursery School and Kindergarten

Directions for Using: Below is a list of items which may be achieved by some three-, four-, and five-year-old children. Put a check (✓) in the appropriate column to indicate how frequently, in your experience with this child, he has achieved in each item.

Section I	Always	Sometimes	Never	Does Not Apply
Eats with spoon				
Eats with fork				
Holds silver correctly				
Holds cup with one hand				
Spills food or drink only once during meal				
Spills food or drink more than once during meal				
Goes to toilet without help with clothing				
Flushes toilet				
Hangs clothing in locker				
Puts on sweater that opens down front alone				
Puts on coat alone				

Section I (cont'd)	Always	Sometimes	Never	Does Not Apply
Buttons sweater				
Buttons coat				
Puts on slip-on sweater alone				
Manages zipper				
Ties shoe laces				
Climbs jungle gym				
Jumps from 12-inch height				
Skips				
Catches ball				
Pedals tricycle				
Climbs steps with alternate feet				
Puts three piece puzzle together				
Holds scissors correctly				
Cuts on a line				
Knows full name				
Writes given name				

Section II				
Follows simple directions				
Sits and listens to story for at least 5 minutes				
Sits and listens to story for at least 10 minutes				
Puts away blocks or toys when finished				

Section II (cont'd)	Always	Sometimes	Never	Does Not Apply
Responds to own name				
Recognizes locker				
Leaves mother after one "good-bye"				
Rides to school in car with someone other than parent				
Chooses to look at picture books				
Looks at books from front to back				
Looks at page from top to bottom				
Recognizes name				
Recognizes name of at least one other child				
Contributes to experience story				
Reads experience story with group				
Identifies words in experience story				
Can identify rhyming words				
Can match beginning consonant sounds				
Counts by rote 1-5				
Counts by rote 1-10				
Counts rationally 1-5				
Counts rationally 1-10				
Uses ordinal numbers first through third				
Recognizes money - penny, nickel, dime				

Section II (cont'd)	Always	Sometimes	Never	Does Not Apply
Recognizes geometric shapes-circle, square, triangle, rectangle				
Solves problem without number				
Uses number in problem solving				
Writes numerals 1-5				
Speaks without baby talk				
Uses personal pronouns				
Speaks in sentences (uses sentences of at least five words)				
Tells event or story in sequence				
Engages in conversation with other children				
Engages in conversation with adults				
Speaks in group situation				

Section III				
Sings alone				
Sings songs of at least two phrases				
Recognizes songs sung or played by others				
Manipulates and experiments with instruments				
Uses instrument as accompaniment to his movements (beats drum as he marches, but not necessarily in time with his steps)				

Section III (cont'd)	Always	Sometimes	Never	Does Not Apply
Knows names of at least two better known musical instruments				
Listens and identifies sounds of different instruments				
Matches tones				
Draws or paints lines and circles				
Draws or paints squares				
Shows ground line in painting or drawing				
Names his paintings or drawings				
Names (or recognizes) primary colors				
Names at least five colors				
Adjusts bodily movements to accompaniment of regular beat (can keep time to music)				
Adjusts bodily movements to accompaniment which involves contrasts (slow-fast, light-heavy)				

Checklist taken from:

GOOD SCHOOLS FOR YOUNG CHILDREN
By Leeper, Dales, Skipper
and Witherspoon, Macmillan
and Company.

The Middle Years (6-12)
by Onell Coachman

I. WHAT DEVELOPMENTAL TASKS ARE ASSOCIATED WITH MIDDLE YEARS?

These are the tasks of the middle years:

1. Learning physical skills necessary for ordinary games.
2. Building wholesome attitudes toward oneself as a growing organism.
3. Learning to get along with age-mates.
4. Learning an appropriate masculine of feminine social role.
5. Developing fundamental skills in reading, writing, and calculating.
6. Developing concepts necessary for everyday living.
7. Developing conscience, morality, and a scale of values.
8. Achieving personal independence.
9. Developing attitudes toward social groups and institutions.

II. WHAT ARE THEIR GROWTH PATTERNS?

A. Some of the early Middle Age patterns are listed below:

1. Sex organs grow at slower rate than other parts of the body.
2. Lose temporary teeth.
3. Begin to get permanent teeth.
4. Mental growth is slowing down.
5. Developmental Tasks continue, if preschool tasks have been mastered successfully.

B. Some of the later Middle Age patterns are listed below:

1. Greater acquisition skills, information and attitudes.

2. Beginning a period of rapid growth.

3. Secondary sex characteristics began to appear.

4. Boys and girls don't get along.

III. WHAT ARE THEIR SOCIAL RELATIONS WITH OTHERS?

Their relations are as followed:

A. Learning to give as much love as one receives; forming friendships with peers.

B. Establishing peer groupness and learning to belong.

C. Adjusting in the family to expectations it has for the child as a member of the social unit.

IV. WHAT ABOUT THEIR SEX ROLE?

Their sex role is characterized by the following:

A. Beginning to identify with one's social contemporaries of the same sex.

B. Learning to identify with male adult and female adult roles.

C. Developing sex modesty.

V. HOW DO THEY FEEL ABOUT DISCIPLINE AND AUTHORITY?

Below are their reactions toward discipline and authority:

A. Developing the ability to take directions and to be obedient in the presence of authority.

B. Developing the ability to be obedient in the presence of authority, as well as where conscience substitutes for authority.

VI. WHAT ARE THEIR FEELINGS ABOUT MORAL VALUES?

They are learning more rules and developing true morality.

VII. HOW ARE THEY MANAGING THE CHANGING BODY AND LEARNING NEW MOTOR PATTERNS?

A. They are refining and elaborating skills in the use of small muscles.

VIII. WHAT ABOUT THEIR CONCEPTUAL ABILITIES, THINKING AND REASONING?

A. They are learning enormous elaboration of the concept patterns.

B. They are learning to use language actually to exchange ideas or to influence one's hearer.

C. They are beginning understanding of real casual relations.

D. They are making finer conceptual distinctions and thinking reflectively.

The Adolescent Years
by Harriette Hadley

1. WHEN DOES ADOLESCENCE TAKE PLACE?

The adolescent years may be divided into two distinct parts: early adolescence and late adolescence. However, there is no set period when one ends and the other begins. We may safely say that adolescence usually begins at age twelve and ends when the individual reaches maturity.

2. WHAT BASIC CONFLICT EXISTS BETWEEN THE ADOLESCENT AND HIS PARENTS?

The adolescent's central problem is that of defining and identifying independence of the authority and support of his parents. At the same time, parents want their children to "grow up" but often will not accept or admit to themselves that the child has and must attain his own independence and maturity.

3. WHAT IS SIGNIFICANT ABOUT THE ADOLESCENT'S ACTIVITIES AND ASSOCIATES?

To youth adolescence seems to be an attractive way of life. He tends to seek the safety, warm companionship and reciprocal reinforcement of small group life. On the other hand, he also enjoys a wide circle of acquaintances. Homogeneous cliques are formed. Less and less time is spent at home. The adolescent becomes anti-intellectual and even the one who finds his studies attractive is inclined to conceal this fact.

However, school is still important since it serves as his source of friends. "Herd" life is also important - church, clubs, dances, the hang-out.

4. WHAT ABOUT ADOLESCENT POPULARITY AND CONFORMITY?

The adolescent has a slavish dependence on peer-group standards and values. The greater the wall between him and adults, the more elaborate the peer culture becomes. Rigid conformity extends to matters of dress, adornment, hair styles, tastes in food and music, posture, vocabulary and intonation. His submissive conformity to group ways guarantee that he belongs. However,this may sometimes produce highly injurious results.

5. HOW DO SOCIAL CLASS DIFFERENCES INFLUENCE ADOLESCENT BEHAVIOR?

One point of difference between the classes is that the lower-class adolescent may be excluded from participation in middle-class activities. He is often treated as a second-class citizen by teachers, employers, the police, welfare agencies, housing authorities and middle-class contemporaries. It is here that he experiences the cycle of the self-fulfilling prophecy (I am whatever you discern me to be.) Lower-class parents, however, are more willing to acknowledge and accept their children's adulthood.

6. WHAT ABOUT ADOLESCENT PUBERTY AND PHYSICAL DEVELOPMENT?

In general, youngsters shoot up in height about two years before puberty, and especially in the last year just before.

Thereafter, the rate of increase slows down, with girls reaching their full height at about age 19 and boys at about age 21 or 22. Weight usually doubles during this period. During pubescence, the extremities and neck grow faster than the head and trunk. Pubic, facial and chest hair appears. The skin becomes coarser with larger pores. Sebaceous glands become more active, producing an oily secretion. As a result, young people become more subject to blackheads and acne. Blood pressure and pulse rates rise. Body odors become more pronounced. The girl's external genitalia enlarge and there is more considerable increase in size of the boy's external genitalia. Both undergo a change in voice which is more marked in boys than in girls.

7. WHY IS ADOLESCENT IDEALISM IMPORTANT?

The adolescent searches for an ideal and decent world to which his ideal and decent self can respond. A great part of this idealism probably stems from his resistance to growing up. It is when he realizes his ideal self that he may be inclined to take long walks, compose poems or even toy with the idea of suicide. He becomes attuned to the miseries of the world. Some may find the answer to their idealism in religion. Delinquent and destructive behavior can be an expression of a disappointed idealism. This is often a stressful time for the adolescent. The pressures are many and it is a rare and admirable young person who can hold fast to his ideals in this turbulent transition.

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8. HOW CAN THE ADOLESCENT BE HELPED INTO ADULTHOOD?

The sooner people begin to take the young person's adulthood for granted, the sooner and more easily he assumes the role. It is in the behavior of teachers, parental friends, uncles and aunts, employers, and especially strangers such as waiters, taxi drivers and barbers that the young person can reach his adulthood. Parents can play an important role in encouraging and restriciting independence and mediating between the youngster and the results of what he does. The key lesson for parents is how and when to let go and not to let go. Parents and others must expect occasional regressions and blunders and should not penalize the adolescent every time he goes astray. Feelings of guilt, shame, embarrassment and inadequacy often are sufficient corrective penalties. In times of anger, the adolescent may denounce or belittle his parents, but such denunciations should not be taken literally. Parents, also, should be aware of the hidden topics in many debates. In the matter of sex education, parents and others must build on earlier foundations. Parental apprehensions about love between adolescents are based on fear of sexual involvement. However, love and sex are usually quite separate until late adolescence. Parental influence in shaping the child's character at this date is limited.

9. WHAT ARE SOME PROVISIONS THE SCHOOL CAN MAKE IN HELPING THE ADOLESCENT OVER THE THRESHOLD TO ADULTHOOD?

Nowhere are the shortcomings of our educational system more flagrantly apparent than in the secondary schools. There should be more concern for personal education - for deepening and enriching the adolescent's understanding of himself and the world in which he lives. Class work should not be isolated from adolescent interests and social life. Serious effort should be made to communicate with the youngster and to make subject matter meaningful,interesting and personally relevant. More use should be made of experimental literature, art, music,films and multimedia concoctions. It would probably be more fruitful to spend a semester in careful analysis of one significant novel that deals with real and burning problems than in slipshod reading of any number of dull "classics." If the adolescent's curiousity is to be aroused, the classroom will have to become more like the bull-session, but with a knowing, sympathetic adult to guide the discussion and supply needed information or a likely source. The adolescent needs a counselor he can turn to who can tell him what is happening to him in terms of physical, emotional and social growth, what course it will follow, what is expected of him, and what he can do about it. He needs help and advice on family problems, vocational guidance, sex and marriage.

10. WHAT IS TRUE MATURITY?

The adult with a capacity for true maturity is one who has grown out of childhood without losing childhood's best traits. He has retained the basic emotional strengths of infancy, the stubborn autonomy of toddlerhood, the capacity for wonder and pleasure and playfulness of the preschool years, the capacity for affiliation and the intellectual curiosity of the school years, and the idealism and passion of adolescence. He has incorporated them into a new pattern of simplicity dominated by adult stability, wisdom, knowledge, sensitivity to other people, responsibility and purposiveness. He needs much help, understanding and guidance in order to attain this true maturity.

* * *

NOTE: Answers to many of the questions in this section were found in the following sources:

Childhood and Adolescence by L. Joseph Stone and Joseph Church

Adolescence and Youth by Paul H. Landis

Developmental Tasks and Education by Robert L. Havinghurst

THE TASKS OF FIVE STAGES OF DEVELOPMENT IN TEN CATEGORIES OF BEHAVIOR

	INFANCY	EARLY CHILDHOOD	LATE CHILDHOOD	EARLY ADOLESCENCE	LATE ADOLESCENCE
I. Achieving an Appropriate Independence Dependence Pattern	1. Establishing oneself as a very dependent being. 2. Beginning the establishment of self-awareness	1. Adjusting to less private attention: becoming independent physically (while remaining strongly dependent emotionally).	1. Freeing oneself from identification with adults	1. Establishing one's independence from adults in all areas of behavior.	1. Establishing oneself as an independent individual in an adult manner.
II. Achieving an Appropriate Giving-Receiving Pattern of Affection	1. Developing a feeling for affection.	1. Developing the ability to give affection. 2. Learning to share affection.	1. Learning to give as much love as one receives; forming friendships with peers.	1. Accepting oneself as a worthwhile person, really worthy of love.	1. Building a strong mutual affectional bond with a (possible) marriage partner.
III. Relating to Changing Social Groups	1. Becoming aware of the alive as against the inanimate, and the familiar as against the unfamiliar. 2. Developing rudimentary social interaction.	1. Beginning to develop the ability to interact with age-mates. 2. Adjusting in the family to expectations it has for the child as a member of the social unit.	1. Clarifying the adult world as over against the child's world. 2. Establishing peer groupness and learning to belong.	1. Behaving according to a shifting peer code.	1. Adopting an adult-patterned set of social values by learning a peer code.

	INFANCY	EARLY CHILDHOOD	LATE CHILDHOOD	EARLY ADOLESCENCE	LATE ADOLESCENCE
IV. Developing a conscience	1. Beginning to adjust to the expectations of others.	1. Developing the ability to take directions and to be obedient in the presence of authority. 2. Developing the ability to be obedient in the presence of authority where conscience substitutes for authority.	1. Learning more rules and developing true morality.		1. Learning to verbalize contradictions in moral codes, as well as discrepancies between principle and practice, and resolving these problems in a responsible manner.
V. Learning one's Psycho-Socio-Biological Sex role.		1. Learning to identify with male adult and female adult roles.	1. Beginning to identify with one's social contemporaries of the same sex.	1. Strong identification with one's sex mates. 2. Learning one's role in heterosexual relationships.	1. Exploring possibilities for a future mate and acquiring "desirability." 2. Choosing an occupation. 3. Preparing to accept one's future role in manhood or womanhood as a responsible citizen of the larger community.
VI. Accepting and adjusting to a changing body.	1. Adjusting to adult feeding demands. 2. Adjusting to adult cleanliness demands. 3. Adjusting to adult attitudes toward genital manipulation.	1. Adjusting to expectations resulting from one's muscular abilities. 2. Developing sex modesty.		1. Reorganizing one's thoughts and feelings of oneself in the face of significant bodily changes and their concomitants. 2. Accepting the reality of one's appearance.	1. Learning appropriate outlets for sexual drives.

	INFANCY	EARLY CHILDHOOD	LATE CHILDHOOD	EARLY ADOLESCENCE	LATE ADOLESCENCE
I. Managing a changing body and learning new motor patterns.	1. Developing physiological equilibrium. 2. Developing eye-hand coordination. 3. Establishing satisfactory rhythms of rest and activity.	1. Developing large muscle control. 2. Learning to coordinate large muscles and small muscles.	1. Refining and elaborating skill in the use of small muscles.	1. Controlling and using a "new" body.	
II. Learning to understand and control the physical work.	1. Exploring the physical world.	1. Meeting adult expectations for restrictive exploration and manipulation of an expanding environment.	1. Learning more realistic ways of studying and controlling the physical world.		
X. Developing and appropriate symbol and conceptual abilities.	1. Developing preverbal communication. 2. Developing verbal communication. 3. Rudimentary concept formation.	1. Improving one's use of the symbol system. 2. Enormous elaboration of the concept pattern.	1. Learning to use language actually to exchange ideas or to influence one's hearers. 2. Beginning understanding of real casual relations. 3. Making finer conceptual distinctions and thinking reflectively.	1. Using language to express and to clarify more complex concepts. 2. Moving from the concrete to the abstract and applying general principles to the particular.	1. Achieving the level of reasoning of which one is capable.
X. Relating oneself to the cosmos.		1. Developing a genuine tho' uncritical, notion about one's place in the cosmos.	1. Developing a scientific approach.		1. Formulating a workable belief and value system.

Prepared by Onell Coachman

CHAPTER VIII

THE NATURE AND CAUSES OF READING DISABILITIES

Because the field of reading is such a broad area, the question and answer procedure was used to introduce tutors to the basic principles and practices of reading. The following questions were used to initiate the discussion:

1. WHAT IS READING?

   Reading is many things to many people. It is defined in many terms depending on the purpose of the individual. According to Dechant, reading is defined as:

   (1) a sensory process

   (2) a perceptual process

   (3) a response

   (4) a learned process

   (5) a developmental task

   (6) an interest

   (7) a learning process

   (8) a communication skill

2. WHY IS LEARNING TO READ IMPORTANT?

   Students need to know why it is important for them to learn to read. Telling them they must learn to read because they will need to read when they get in high school or college is not very convincing. Basically, learning to read is important in order to

(1) gain information

(2) enjoy what others write

(3) use language effectively

(4) become involved with ideas

(5) record ideas

3. WHEN SHOULD CHILDREN BEGIN TO READ?

Many authorities differ on this question. Some say that a child is ready to read when he shows an interest; whether he is three or seven years old. Most reading specialist agree that a child must be (1) physically ready - a state of good health including hearing, seeing, and muscular coordination (2) socially ready - social experiences with things such as animials, toys, pets, other children, adults, nature and science (3) intellectually ready - ability to name objects, identify actions, describe feelings and express ideas. (4) psychologically ready - his attitude toward himself, toward school, and toward the reading act itself.

4. WHAT ARE SOME SCHOOL PRACTICES AFFECTING READING INSTRUCTION?

Teachers do not deliberately produce non-readers but are often compelled to sacrifice sound principles and practices because of administrative guidelines and pressures.

Most frequently, the practices which affect reading instruction are:

(1) Class Size
(2) Grouping Techniques
(3) Promotion Versus Non-Promotion
(4) Extra-Curricula Activities
(5) Non-Teaching School Activities
(6) Specified Curriculum Materials
(7) Differentiated Staffing Policies
(8) Lack of Systematic Reading Instruction

5. WHAT ARE SOME TECHNIQUES FOR DEVELOPING AN INTEREST IN READING?

The teacher, the physical environment and the curriculum contributes to the development of children's interest in reading. In the development of reading interests, as in all other instruction, the teacher is the key. A teacher who feels affection for children and who exhibits a sincere interest in their problems, establishes a positive rapport with students. In addition, the teacher who is accepting, encouraging, supportive, and demonstrates a genuine enthusiasm for books, creates an atmosphere that is favorable to independent reading. An inviting reading corner, book displays, bulletin boards and book fairs will help to create an environment in which the love of books can flourish.

6. IN ADDITION TO READING, WHAT ARE THE OTHER COMMUNICATION SKILLS?

Listening, Speaking and Writing.

7. WHAT ARE SOME VALUES OF ORAL READING?

A student may acquire a feeling of acceptance in his group by being able to contribute a story, a joke, or an interesting fact by reading aloud from a book, a magazine or a newspaper. Oral reading can help students to:

(1) Communicate ideas

(2) Provide enjoyment for others

(3) Add to the reader's understanding of what is read

(4) Diagnose problems in silent reading

(5) Increase vocabulary

(6) Improve speech

8. WHAT IS THE RELATIONSHIP BETWEEN COMPREHENSION AND BACKGROUND EXPERIENCES?

A lack of meaningful background experiences can cause poor comprehension abilities. A country child who has never visited the city would have difficulty understanding a story on city life. Semantic problems of pupils who know only one meaning of words like roll, ball and plain also cause difficulty in comprehension.

9. WHAT IS THE DIFFERENCE BETWEEN DEVELOPMENTAL, CORRECTIVE, AND REMEDIAL READING?

Developmental reading: Reading instruction designed to develop systematically the skills and abilities considered essential at each grade level; at the junior and senior high school levels, it may involve giving all students one or more reading courses in reading or giving all students reading instruction in every subject matter area.

Corrective reading: Remedial activities carried on by a regular classroom teacher within the framework of regular class instruction.

Remedial reading: Remedial activities taking place outside the framework of class instruction; usually conducted by a special teacher of reading.

10. HOW DO AUDITORY AND VISUAL DISCRIMINATION AFFECT THE ABILITY TO READ?

A youngster must be able to hear and see the difference between related sounds and words before he can read them.

11. WHY SHOULD READING INSTRUCTION CONTINUE INTO THE MIDDLE GRADES?

Teachers should not assume that middle grade students have acquired the necessary reading skills. Reading instruction should continue as long as there is one student who is deficient in a specific skill.

12. WHAT ARE SOME MAJOR CAUSES OF READING DISABILITIES?

The causes of reading disabilities are numerous; and seldom if ever, can one single factor be isolated as the sole cause. When a student is experiencing reading difficulties, one may conclude that his problems stem from any number of sources - emotional, social, physical or educational.

Emotional

Shyness
Lack of self-confidence
Irritability
Aggressiveness
Uncooperativeness
Truancy
Antagonism toward reading
Tendency to stutter

Social

Low socioeconomic background
Quarreling parents
Overprotection
Rivalry among children
Parent-pupil conflict

Physical

Visual
Hearing
Motor
Speech
Glandular
Brain damage
Word blindness
Intelligence
Lateral dominance
General health

Educational

Administrative policies
Promotion policies
Reading readiness
Ineffective teaching
Inadequate materials

I. Emotional and Social Causes

A. In most reading disability cases, the children in difficulty are laboring under some disturbing emotional stress.

B. One should always be cautious and not assume that a child's instability is permanent or constitutional until other possible sources of his symptoms are ruled out.

C. Research by Karlsen shows that certain types of disabled readers exhibit more favorable traits than others. Word-by-word readers rate low in attention, motivation, and social confidence, while context readers rate high on these characteristics.

D. Most children who enter school with well-integrated personalities are eager to learn to read. They will thrive on success and approval. When some of these meet only failure and frustration, the resulting emotional upset practically always leads to personal and social maladjustment.

E. Emotional maladjustment may be both an effect and a cause of reading disability in many cases. The emotional disturbance produced by failure to learn to read may then become a handicap to further learning. A vicious circle is formed, i.e., there is a reciprocal relationship between the emotional conditioning and the reading disability.

II. Educational Causes

A. In most instances, proficient instruction in reading depends upon the teacher. However, there are some administrative policies that tend to handicap even the most proficient teachers.

B. Reading disability is frequently caused by starting a child in a standard reading program before he has acquired the readiness which will assure success in classroom reading activities. Due to his lack of experience, verbal facility, intellectual or emotional maturity, or a combination of these, he is unable to achieve enough of the learnings day by day to handle satisfactorily what is coming next.

C. The large incidence of failures in reading during the primary grades is due in part to lack of reading readiness. Any educational program administrative policy which provides the same formal reading instruction for all pupils at the beginning of grade one can lead to disaster for many pupils.

D. A number of factors may lead to ineffective teaching. Curriculum requirements may take so much of the teacher's time that she is unable to individualize the program satisfactorily. At the same time, the methods or materials used may be too difficult for certain youngsters. Coupled with these conditions, it is probable that certain pupils are pushed through the program too rapidly to acquire the learnings the program is designed to teach.

E. Methods which concentrate upon isolated drill with phonetic elements, or excessive devotion to reading and recitation of isolated facts rather than sharing stories and experiences lead to loss of interest and inhibit the desire to learn to read.

F. The teacher can have a positive or negative influence upon progress in learning to read. Pupils are fortunate indeed if their teacher is so able, well-trained, and sympathetic that she maintains good pupil-teacher relationships and is able to achieve a proper balance in the orderly development of skills and abilities in the sequential reading program.

III. Physical Causes

A. A child's eyesight may be so poor that it is impossible to read. On the other hand, his vision may be less severe so that when he attempts to read he is uncomfortable, squirmy, fatigued or distraught to such a degree that he can continue the reading activity for only a short time.

B. The alert teacher will note signs of hearing difficulty in a child's behavior. Hearing impairment may be suspected if a child is inattentive and frequently asks to have statements repeated or constantly misunderstands even simple directions. Other signs include reports of ringing and buzzing in the head, tilting of the head, turning one ear toward the speaker, cupping a hand behind the ear, sitting with a blank expression on face, strained posture in listening and turning radio or television on unusually loud.

C. Learning to read is a complicated and, more often than not, an arduous task. For success, the child must be alert, attentive, and able to concentrate and participate vigorously in the classroom reading activities. Any physical condition which lowers a child's vitality so that he is in a continuous state of fatigue makes it impossible for him to give sustained attention to the task at hand. Malnutrition and lack of sleep are examples.

CHAPTER IX

IDEAS AND ISSUES
AFFECTING THE READING PROCESS

This chapter summarizes the opinions of reading authorities on specific issues. Excerpts will be stated on the following topics:

A. The "Disadvantaged" and Reading

B. Listening Skills and Reading

C. Reading in the Content Areas

D. Television and Reading

E. Developing Reading Interests

F. Parental Influence and Reading Achievement

G. Nonstandard English and Reading

H. Self-Concept and Reading

I. Learning Disabilities

A. The "Disadvantaged" and Reading

> "Let us search out the books which, as Robert Lawson has put it, will give these kids"...the chuckles...the goose-flesh...the glimpses of glory they love. The books are here, now, asking to be discovered and enjoyed.
>
> Books and reading are staple in any program not only for the well-endowed, but also for all the children of all the people. Only in the faith that there are no "second-class citizens in our schools, can we hope to rise to the urgent tasks ahead."

Education of the Disadvantaged
By Passon, Goldberg
and Tannenbaum

"Reading Instruction for the disadvantaged need not be a completely new and different program from that used to teach middle-class children. To adopt and adapt existing methods to the particular problems and disabilities displayed by these youngsters is what is required. A multitude of materials and suggested methods for teaching reading to children exist. These can be modified and employed in light of the needs of the disadvantaged."

Taken from:
TEACHING THE DISADVANTAGED CHILD
By Sidney W. Tiedt

"Shall we then ignore completely the handicaps of poverty, of color, of urban pressures? Certainly not, but let us not ascribe to the individual student with whom we work the totality of the problem. Let us not overlook the strengths each person brings to the learning situation. Let us not come to the tutorial or class setting with prejudged attitudes and expectations."

A GUIDE FOR THE TEACHING OF READING FOR
TEACHERS OF THE DISADVANTAGED
By Alice Ansara

Miriam Goldberg states:

"The successful teacher meets the disadvantaged child on equal terms, as person to person, individual to individual. But while he accepts, he doesn't condone. He sets clearly defined limits for his pupils and will brook few transgressions. He is aware that, unlike middle-class children, they rarely respond to exhortations intended to control behavior through invoking feelings of guilt and shame. He, therefore, sets the rules, fixes the boundaries, establishes the routines with a minimum of discussion. He is impersonal, undeviating, strict, but never punitive. Within these boundaries the successful teacher is businesslike and orderly, knowing that he is there to do a job. But he is also warm outgoing, adapting his behavior to the individual pupils in his class. He shows his respect and liking for his pupils and makes known his belief in their latent abilities."

Taken from:
BLUEPRINTS FOR THE DISADVANTAGED
By Frank Riessman

B. Listening Skills and Reading

"Reading and listening do have things that they share in common and they are interrelated. Listening and learning to organize spoken language play an important role in understanding what is read. My work with the primary grades indicated that the listening program is an important aid to reading comprehension."

Taken from:
"In Kindergarten Through Grades 3"
CONFERENCE ON READING. Chicago.
By Martha Lou Austin

"Communication involves both sender and receiver. We send by speaking or writing. We receive by listening or reading. When he reads, the child must hear the printed word with his ears instantaneously as he sees it with his eyes. He must be made to realize that books and other reading material are only printed talk. The writer would be saying those words, if he were present."

Taken from:
"Grade Teacher" - March, 1965.
By Guy Wagner and
Max Hosier

"Listening implies the ability to withdraw from some situation in order to deal more effectively with others, and it involves the fixing of attention willfully upon impressions received through the senses. More failure in educational and social growth can be traced to poor listening than to any other single aspect of the language Arts. Therefore, we cannot take for granted that effective listening will be learned incidentally, any more than we can assume that a child will take up pencil and write his name without having previously acquired a variety of manual and visual perception skills."

Taken from:
DEVELOPING COMMUNICATION SKILLS
By Louise Binder Scott

"Good listening habits can and should be developed through normal situations that may arise during a regular school day. Just as a student does not read reading, or write writing, he does not listen listening. He needs content in which to function effectively. When a student reads, writes, or listens, he must read, write or listen about something. It's the teacher's responsibility to provide the something."

Taken from:
INCREASING LISTENING ABILITIES OF CHILDREN
By Mary E. Dorsey

C. Reading in the Content Areas

"Careful studies have indicated that reading is not a general ability but a composite of specialized skills. These specialized skills are required in various curriculum areas. The correlations between general reading ability as measured by standardized tests and ability to read materials in specialized fields have usually been low. The necessity of paying particular attention to reading in the content areas is also emphasized by the fact that many teachers in the intermediate grades believe that a major reason for failure of students in the social studies, for example, is lack of skill in reading the material. In mathematics, science, health, social studies and literature - in whatever area reading is expected of pupils - a low degree of reading skill constitutes a serious problem.

Taken from:
THE TEACHING OF READING
By De Boer
and Dallmann

"The disadvantaged high school student is most neglected within the content area classes. In separate corrective and remedial classes he is generally provided with suitable materials and methods, but once he returns to the content area class the confidence he has established in his ability to read is soon dissipated. Reading assignments in these classes are made on material the student could not begin to comprehend, either because of insufficient reading skill or because of inadequate conceptual background. Yet the content area teacher continues to test the student on the material assigned and complains that he "does not try," "does not do assignments," and "fails test."

Taken from:
"Reading Goals for the Disadvantaged"
By John E. George

"Because different content areas have problems peculiar to each area, the teacher may do some teaching of reading in a science period, and a mathematics teacher has some responsibility for teaching pupils the special reading techniques required in arithmetic or other mathematics. The English teacher may be concerned with basic reading skills, but the teacher of any one subject, such as history or physics, is responsible for developing particular skills needed in reading in these areas."

Taken from:
CHILDREN LEARN TO READ
By David Russell

The following pages will identify the major content areas, the specific skills for the area and suggested procedures and techniques for improving the teaching of reading in each area.

RELATING READING SKILLS
TO THE SOCIAL STUDIES AREA

The main problem in teaching social studies lies in supplying meaning to the words which are encountered in reading. The vocabulary of this area presents difficulties because it abounds in abstractions and in the use of terms which are relative in meaning.

Social studies frequently appear cluttered because of the rapid shifts from topic to topic and from country to country and because of the multitude of details which are presented.

Reading in the social studies is a special skill. The pupil must learn a new verbal vocabulary. He must learn to handle new symbols; maps, charts, globes, diagrams, and graphs. He learns to read material critically.

The greatest demand put on the pupil is perhaps that of requiring him to interpret relationships, especially cause effect relationships.

The following skills are needed for effective comprehension in the social studies area:

1. Interpreting pictures, charts, graphs, tables, maps globes, etc.
2. Comprehending the specialized and abstract vocabulary.

3. Locating information.
4. Organizing information.
5. Evaluating information.
6. Applying problem - solving and critical thinking skills to social issues.
7. Acquiring information through reading, observing and listening.

RELATING READING SKILLS
TO THE SCIENTIFIC METHOD

The application of the scientific method is one of the problems peculiar to the content area of science.

Before a science teachers can plan his teaching for the fusion of reading skill instruction with scientific information, he must become cognizant of the reading skills as they pertain to printed materials in science.

The following skills needed by the student in the area of science include:

1. Skill in varying the rate of reading according to the purpose for the reading and the nature of the material.
2. Skill in using parts of a book.
3. Skill in locating and using sources of information.
4. Ability to use correctly the vocabulary of science.
5. Ability to understand and use formulas and scientific symbols.

6. Ability to gain accurate information from graphic aids.
7. Ability to read for exact meaning - noting main ideas and supporting details.
8. Ability to organize ideas obtained from reading.
9. Ability to read directions accurately.
10. Ability to evaluate science materials and to draw conclusions.
11. Ability to apply data from reading to practical problems.

RELATING READING SKILLS TO THE MATHEMATICS AREA

Helping students learn how to read mathematical materials intelligently is one of the most troublesome instructional problems in the teaching of mathematics. Students of mathematics are confronted with the need for acquiring a technical vocabulary and a vocabulary of symbolism. They also have to learn a new form of sentence structure, which in addition to the usual phraseology, combines symbols and words and in many cases, uses only symbols to convey complete ideas. The type of reading required is designed for such purposes as: following directions, obtaining, analyzing, and interpreting facts, recognizing and comprehending basic mathematical processes and quantitative relationships, drawing implications, and making applications. Essential to the acquiring of these purposes are such fundamental skills as:

1. Comprehension of the distinctive functions of each of the basic operations, symbols and specific vocabulary.

2. The ability to use computational tables.
3. The ability to make and interpret measurements.
4. The ability to work with approximate data and to make estimates.
5. The ability to make basic geometric constructions and simple scale drawings.
6. The ability to construct and interpret simple statistical and functional graphs, diagrams, tables and geometric forms.
7. The ability to recognized the essential characteristics of a problem situation - (understand and use rules and definitions, read critically, understand sequence in operations, follow directions.)
8. The ability to use simple formulas and equations.
9. The ability to make accurate comparisons & distinctions.

GENERAL PROCEDURES FOR TEACHING SPECIFIC SKILLS IN THE CONTENT AREAS

1. Call attention to the new words, duplicate them for the pupil, use them in the appropriate context, and require pupils to use them.
2. Use films, charts, etc., to illustrate new concepts.
3. Require pupils to read for specific purposes: to answer a question, to identify the cause, to outline, etc.
4. Provide numerous activities that stimulate critical thinking and analysis.

5. Test and constantly evaluate the pupil's proficiency in reading the specified content.

6. Make assignments specific enough so the pupil will know how to read. For example, the teacher may require the pupil to identify the author's point of view.

7. Follow a definite procedure in the area of mathematics:
   a. learn the meaning of all words.
   b. find what the problem asks for.
   c. decide what facts are needed to find a sloution to the problem.
   d. decide what mathematical process is required.
   e. identify the order for solving the problem.

8. Follow a definite problem solving technique in the area of science; formulation of the hypotheses; collation of the evidence; evaluation and organization of the evidence; forming a conclusion; and testing the conclusion.

9. Direct the pupils in developing summaries and outlines.

10. Conduct study skills requiring the use of bibliographies, encyclopedias, card catalogue and other reference skills.

GENERAL READING SKILLS IN THE CONTENT AREAS

Locational Skills

Using the title and table of contents.

Using the glossary, dictionary, index appendix map lists, illustration lists, etc.

Alphabetizing.

Using the encyclopedia and other reference materials.

Using graphs and tables.

Using maps and diagrams.

Skimming to find specific information.

Using heads and other typographical aids.

Finding material in the library (card catalogue, Dewey Decimal System, Reader'S guide to Periodical Literature, etc.)

Gathering facts from field trips and interviews.

Making use of italics, marginal notes and footnotes to discover emphasis by the author.

Following directions.

Organizational Skills

Classifying pictures, facts and events under main headings or in categories.

Determining sequence for events, facts, and ideas composing a title for a story, picture, graph, map or chart.

Selecting the main idea and supporting facts.

Outlining topics to be investigated, making simple outlines of material read.

Note taking, making a record of the source by author, title, page.

Summarizing main points encountered in material.

Making a bibliography.

Retaining and applying what has been read.

Using study methods, such as the SQRRR method -surveying, questioning, reading, recitation, review.

Interpretive and Appreciative Skills

Seeing relationships and making comparisons.

Relating content to one's own experience.

Predicting outcomes and solutions.

Drawing inferences and conclusions.

Making generalizations or summaries from evidence.

Reaching tentative conclusions.

Seeing cause and effect.

Identifying motives of characters.

Using sensory impressions.

Deriving meaning from figurative language.

Analyzing opinions.

Suspending judgment.

Detecting author's mood and purpose.

Differentiating between fact and opinion.

Weighing facts as to their importance.

Noting and describing the content of material, both general and specific.

Creative and Critical Thinking Skills

Distinguishing between the relevant and irrelevant, real and unreal, fact and opinion, fact and fiction.

Judging the veracity, validity or worth of material read from one's own experience and other sources.

Determining the writer's purpose or viewpoint.

Applying information gained as a base for further conjecture on a situation.

Comprehending implied ideas.

Detecting propaganda.

Comparing and contrasting ideas.

Identifying the author's bias or point of view.

Recognizing and reacting to exceptional diction - satire, irony, cynicism.

Forming and reacting to sensory images.

Interpreting figurative language and other nonliteral language.

Comparing information about a topic from two or more sources and recognizing agreement or contradiction.

Examining reasons for contradictions in evidence.

Examining material for consistency, reasonableness, and freedom from bias.

Prepared by: Maureen S. Bethel
and
Dr. Jeanette Jarecke

D. Television and Reading

"Radio and television not only give us the news as soon as it happens, but in many cases as it happens. This is true when you listen to a political speech, watch and inauguration, or view the launching of a space rocket. These sources may at times seem to circumvent reading, but frequently they actually stimulate more reading."

Taken from:
TEACHING CHILDREN TO READ
By Daisy Marvel Jones

"Films and television may be used as springboards to reading. Librarians report that there is a run on books which are featured in dramatic presentations. Naturally there is no guarantee that children who see a film about HEIDI or a television program of HANS BRINKER will rush out at the end of the program to secure the books. But some children will be motivated to do just that, particularly if teachers call these special programs to their attention in advance of their showings and suggest the possibility of comparing the filmed or television version with the book."

Taken from:
TEACHING ELEMENTARY READING
By Robert Karlin

"The use of television to actually teach reading is open to serious debate. As Durrell points out, a book can be selected that closely fits the needs of a particular child, but television requires "all noses turned toward Mecca" at the same time. He suggests that television might be useful if for every two children there were one television set equipped with push buttons whereby the might call forth the lesson needed and with other mechanisms that would reinforce correcte performance. The greatest use for television perhaps is still for "enriching the intake of ideas."

Taken from:
IMPROVING THE TEACHING OF READING
By Emerald V. Dechant

"Television and various types of disc and tape recordings and play-back devices have come into greater and greater use and prominence in the past ten years. Because they are so closely associated with the act of communication. TV and recordings are of enhanced importance in the language arts - as already has been noted in an earlier chapter which spoke of the "phantom curriculum" created by the knowledge accumulated by children through television.

Recordings of all kinds are valuable in bringing music and stories to children. Language skills also can be improved by having children listen to their speech and by discussing with them what is good and what might be improved as they listen to their own voices. Recording equipment provides the teacher with a versatile instructional tool, too, both for the purposes of keeping a record of discussions and for use during simulated classroom radio broadcasts.

The future of educational TV is a matter of great current interest, not only because of its potential impact on language development but because of the way it conceivably could influence the programs of out schools on a wide scale and all age levels. A sample of this influence in action is airborne television, introduced in the early 1960's, and capable of reaching a potential audience of 6,000,000 children and youth in the Midwest - if enough specialized receiving sets were to be made available.

As teachers face the continuing task of improving language arts instruction, there is a need for the most careful appraisal of current trends, particularly in the use of teaching machines and educational TV. Consider the following list of questions:

1. By whom and how shall the long-range quality of programmed learning and educational TV be determined? How can we be sure that such "packaged learning" is of top quality - and how can this quality be protected?

2. With respect to educational TV, will teachers be able to find time (a) for the personal preparation needed, (b) to re-schedule classes to coincide with the hours of telecasting, and (c) to eliminate or combine activities now in the program so as to provide time for TV instruction?

3. How can experimental or research and development projects in programmed learning and educational TV be protected, over a period of years, from becoming traditional or stereotyped re-runs if they establish themselves as major elements in our schools?

4. Can educational TV be kept from presenting a lowest-common-denominator type of lesson for all schools - instruction that fails to recognize variations among children, classrooms, teachers, and community backgrounds?

5. Is programmed learning, through machines or TV likely to discourage the teacher's educational initiative or create colorless similarity in what is taught?

6. Is learning through machines or televiewing likely to lead to passive rather than active learning situations, thus inhibiting language development? Will pupil-motivation suffer by being made artificial and contrived because "they" (learning programmers and TV script writers) rather than "I" (the child or the teacher) determine more of what is done in the classroom?

7. Will TV and teaching machines tend to limit teacher-pupil planning in the language arts and thus deprive children of some of the values involved in the planning process? Although follow-up activities can be devised cooperatively in the classroom, teaching by means of TV and machine programming almost certainly will continue to be centrally scripted and produced..

8. Will programmed learning and television in the classroom diminish or increase the attention teachers give to personalized, individual instruction and to individual changes in language development among children? Will these mechanical devices broaden or narrow the teacher's awareness of children in the community language-milieu?

9. Is there the likelihood that independently programmed self-instructional devices, unless used with care and wisdom, will focus attention predominantly on the academic improvement rather than the total development of children?

10. Is the in-service education and/or personal growth of teachers likely to be fostered or impaired by programmed learning? Will it motivate or discourage personal initiative in making a creative approach to communication skills with children?

It seems inevitable that constructive answers to many questions such as the ten above will be found. The list does, however, clearly suggest the need for cool-headed evaluation of trends in our educational practices."

IMPROVING LANGUAGE ARTS INSTRUCTION
IN THE ELEMENTARY SCHOOL
By Shane, Mulry, Reddin
and Gillespie

E. Developing Reading Interests

"The reading interests of children seem to be influenced by factors of age and sex. Intelligence, reading ability, and socio-economic factors do not appear to affect children's reading choices significantly. Six and seven year-olds of both sexes prefer humorous stories as well as stories about adventure, heroes, familiar animals, and fantasy. Older boys prefer stories of adventure, sports, science fiction, humor, courage, and animals while older girls choose stories that deal with romantic love, home and school, mystery, heroines, and the supernatural. Even though groups of children appear to prefer the same types of stories, individuals within the group will favor one kind over another. Teachers have been able to broaden the reading interests of children by exposing them to a variety of reading experiences."

Taken from:
TEACHING ELEMENTARY READING
By Robert Karlin

"The major purposes of voluntary or independent reading are: (1) To provide leisure-time activities (2) To expand the horizons of children in space and time (3) To provide vicarious experiences (4) To develop esthetic sensitivity (5) To help children to understand themselves and others."

Taken from:
THE TEACHING OF READING
By De Boer and Dallmann

"At all times and with every means at her command, the teacher must learn how best to counteract the attitude that reading is for school only; that reading is a second-hand and, therefore, an inferior form of experience. Reading must be understood and interpreted as a tool of invention, relevance, and creativity, as a sort of depth-perception device that gives dimension to firsthand experience; and as a principal means by which the intellectual inheritance is tested and developed."

Taken from:
"Development of Lifetime Reading Habits,"
Joint Committee on Reading Development, IRA, 1968
By Dietrich and Mathews

"The acid test of any reading program is whether or not the children in it or graduated from it read for themselves. There is little value in developing competent reading ability unless it is voluntarily put to use. One of the aims of any modern program is the development not only of skills but of habits of reading and positive attitudes toward it. The best means of evaluation of the success of a school program is not a score on a standardized test but rather the amount and quality of the materials children read. A good program creates the desire to read and develops habits of reading not only for recreation but as a means of personal development.

Some of the methods a teacher may use to increase the amount and quality of voluntary reading among her pupils are as follows: (1) Wall charts (2) Book reports (3) A reading corner (4) Display of book jackets and advertisements (5) Reading stories to class (6) Scheduled free reading periods (7) Book clubs (8) Exhibits and (9) Special programs."

Taken from:
CHILDREN LEARN TO READ
By David H. Russell

F. Parental Influence and Reading Achievement

"Whether the parent realizes it or not, he has guided the child's education for five or six years before formal schooling begins. It may have been very stimulating guidance that has contributed to the child's language development, interests in reading, and intellectual maturity. In some cases, it may have been a negative sort of guidance that insisted the child be seen and not heard."

Taken from:
A PARENT'S GUIDE TO CHILDREN'S READING
By Nancy Larrick

"In numerous ways parents may create problems for their children. If a child is somewhat retarded mentally, parents may easily stifle any possible interest in reading and promote maladjustment by a too-ambitious program. They may compound his problem by comparing him with his more fortunate brothers or sisters or, by convincing him that his slowness is all the teacher's fault, they may block the teacher from helping him. If a child is already confused by reading, an anxious nagging parent may be the last straw. Parents of a retarded child too frequently show their discouragement, worry or anger. They make it clear to the child that they feel he is stupid, idiotic, or feeble-minded. In some cases parental and teacher attitudes hamper the treatment of reading disability."

Taken from:
PSYCHOLOGY IN TEACHING READING
By Smith and Dechant

Parents are always concerned about how they can best help their youngsters in school. But they can aid their children's reading habits in a variety of ways:

1. Encourage the forward-looking educators in your district to inaugurate an effective reading program based upon research in linguistics.
2. Help your educators to interpret to your community the reasons for such a program.
3. Encourage your child to speak well and to write effectively at all times.

4. Insist that your child discuss his problems with his teacher if he needs help.

5. Provide an adequate study area for your youngster - away from distractions, with appropriate lighting and sufficient work space.

6. Express interest in your child's reading whenever you can in a natural way.

7. Read a good deal yourself - it sets a fine example for your child.

8. Have books and magazines around and encourage your child to use them.

9. Use your public library - make visits there with your child - select books for yourself and encourage him to do the same.

10. Encourage the child to use books and magazines as recreations and as a substitute for too much or inappropriate TV.

Taken from:
A HAND FOR PARENTS: WHAT'S NEW IN READING
American Book Company, 1968

G. Nonstandard English and Reading

"Dialectal differences do interfere with progress in reading. However, the exact nature of the interference has not been determined. Language is a very personal possession; and when teachers begin to manipulate it in the process of teaching reading, it introduces a threat to the psycho-social stability of those with varient dialects. Whether this threat in the affective domain produces more or less interference than the cognative task of learning the necessary reading skill is not yet clear."

Taken from:
READING GOALS FOR THE DISADVANTAGED
"Teaching Reading to Children with
Dialect Differences"
By William Rutherford

"The biggest problem that faces those concerned with the teaching of English language skills to migrant children is convincing those most directly concerned - the classroom teacher or the school administrator, that a problem really exists. The task is easier now than a decade ago when the National Defense Education Act first called attention to the critical need for bi-lingual Americans. Now with a new recognition of the idea of "linguistically handicapped" or "language disadvantaged" and the now Bi-lingual Education Act, the task may be easier but not less important. The need to examine the language problems of the migrant student as a speaker of English is important from three view points: that of the society as a whole, ours as professional educators and that of the students themselves. Each has a stake in the potential contribution that these children may be able to make -contributions that they are all too often prevented from making."

Taken from:
ANOTHER DISADVANTAGED DIMENSION
THE MIGRANT CHILD
"Language Problems of Migrant Children"
By Phillip Smith

"Compensatory or remedial programs, particularly those in second language and/or reading correction for pupils of Spanish-speaking backgrounds must increasingly move towards more research-oriented approaches designed around seeking answers to fundamental questions rather than in superficial trials and demonstrations of electronic and mechanical equipment and in laboratories far removed from naturalistic settings for language development, as well as average gains in reading using questionable criterion measures and data gathering techniques. Variables must be identified in such programs which supply precise information as to what in specific approaches is both effective and efficient for various types of pupils in realizing significant changes in desired language and reading outcomes."

Taken from:
READING GOALS FOR THE DISADVANTAGED
"Needed Research in Language and
Reading Instructional Problems
of Spanish-Speaking Children"
By Carl L. Rosen

"Nonverbal communication seems like an awesome word. And it may be unclear to many who use the term. Nonverbal communication, understanding and using it are prerequisites for teachers of migrant children.

What is nonverbal communication? It is a rudimentary skill that each person possesses, some perhaps to a larger degree than others. Some have lost the skill through disuse or have misplaced it. But we all began with the ability to communicate without words. As babies, we somehow understood the "feel" of things long before we mastered words. Mother's warmth was first physical, but later we felt approval through her tone of voice, long before words meant anything. Then a bit later, we began to feel our way around the world to touch everything within our grasp.

The nonverbal world, at least for a while, is safe for the baby. This may be true for migrant children as well. While they are young being nonverbal does not seem so bad. But one day the mind wants to express itself and will be frustrated if the words are not there for expression.

Growing up in a migrant setting may cause a child to lack exposure to a great deal of language. His life very early may lack any verbal training whatsoever if he is nurtured in a large working family. In a family I know a seven-year-old child has been really reared by a sixteen-year-old sister who is extremely nonverbal. She gives him short verbal commands. Since he is with her slmost exclusively during his waking hours, these are the only words he ever hears.

As teachers of migrant children, we must understand that such a child as this seven-year-old is not unloved. Not a bit! He's just very much "untalked to." As a result, the child repeats the pattern given by the older sister and becomes another of those "silent ones" whom we often misjudge as "such good children." Unfortunately, they are "so good" because they lack the language necessary, if they are put upon, to carry out a good defensive argument."

Taken from:
MIGRANT CHILDREN: THEIR EDUCATION
"The Importance of Nonverbal Communication"
By Jeanette Ritzenthaler
Curriculum Coordinator, Migrant Education
N. J. Department of Education, Trenton

"The best way to illustrate the relationship of the teaching technology advocated here and the goals set forth is to look at one simple technique learned from a teacher who evolved it from her own practice.

One day a youngster remarked to this teacher, "Do you hear that boid outside the window?", to which she responded, "That's not a boid; it's a bird." Following the old joke, the younster replied, "He choips just like a boid!" It is fairly clear that this means of teaching the standard pronunciations of words might not only fail in its avowed objective, but might also produce cognitive confusion about the object itself.

Thereupon the teacher decided that it would be easy to teach standard pronunciations if pupils were not required to reject their own dialects, their slang, their "hip" language. She decided to play a game, taking any word at random, asking the youngsters how it would be pronounced in their language and how it would sound in standard language. The game proved exciting and instructive to both pupils and teacher. They learned the new words as they would a foreign language, and discovered that their own language was perfectly acceptable in the proper circumstances - in discussions with friends, family, and on the street. For formal purposes, however, another language was appropriate and was being taught in school."

Taken from:
BLUEPRINT FOR THE DISADVANTAGED
"The Dialect Game"
By Frank Riessman

Sound Problems of Spanish-Speakers Learning English

By Beth Arnow

Children learning English as a second language will have difficulties in those areas in which English differs from their native language, in our case Spanish. A brief contrastive study will make the teacher aware of similarities and differences between English and Spanish and will alert the teacher as to what the problem features of English may be for the learner so that more intensive drills may be prepared for him.

In the area of pronunciation there are several vowel sounds in English that do not exist in Spanish. In learning English, the child will first have to be attuned auralily so that he can perceive these sounds. They are as follows: /I/ as in it, /e/ as in ate, /ae/ as in hat, /a/ as in saw, and /u/ as in food. These sounds are crucial in English. The Spanish-speaking child will tend to hear both meat and mitt as mitt;mate and met as met; mat and met as met; paw and pa as pa; mood and mud as mud.

In teaching these sounds, there are basically three steps. The first of these is teaching aural discrimination. The teacher utters what is known as minimal pairs, that is two words that differ in only one sound, such as meat and mitt, or the same word twice. The student must tell whether the two words are the same or different. Here is a sample portion to see if the student can discriminate between /ae/ and /E/:

pan pen (Same or different?)
pen pen
men man
met mat
mat mat

Once the child has fairly good discrimination in this exercise, he can proceed to one slightly more difficult--given three words, which one is different. For example:

pan pen pan (Which was different,
met mat mat first, second or third?)
men men man

The next stage is having the child actually reproduce the sounds himself. Only after this step is mastered is the child ready for the more highly developed process of reading requiring both visual and aural discrimination.

As far as the consonant sounds, most of us are aware that the /az/ as in *John*, does not exist in Spanish. There are other consonant sounds that must be mastered. The /z/ as in *zebra* does not exist in Spanish and will be confused with the /s/ sound as in *sing*, thus the child will tend to say *soo* rather than *zoo*. The /z/ sound as in azure is not in Spanish phonology and will be replaced with either /S/ or /s/. The /ts/ combination as in *hits* will also be confused with the sibilant sounds mentioned. The /e/ sound as in *think*, and the /S/ sound as in *this* will both be confused with the /s/ sound.

Thus, the child whose dialect does not include /e/ or /a/ will tend to say *sink* instead of *think*.

The /b/ sound as in *boy* and the /v/ sound as in *vine* are phonemic in English, but not in Spanish. The written letters *b* and *v* exist, but there is no differentiation in the sound given to them. Thus the Spanish-speaker will tend to say *base* instead of *vase* and *berry* instead of *very*.

The initial *s* clusters do not exist in Spanish, thus the Spanish-speaking child will tend to insert an /E/ sound before these clusters. Thus school will become *eschool* and *street* will become *estreet*.

These constant problems must be corrected by making the child aware that there is a difference between what he is saying and what the standard English is. Often repetition drills are the best method. In working with a group of children that all have the same problem, making them listen to each other and correcting each other will increase their awareness of their own pronunciation.

After the student has achieved a reasonable degree of accuracy in producing these sounds, reinforcement can be achieved through language master cards. Using such materials as ideal consonant picture cards taped to language master cards, or materials from the H-200 ROCK Kit, target sounds can be reinforced while teaching new vocabulary as well as sentence structure. This is work that can be done by the child independently.

Dialectal Modification

By Ida B. Bragdon

1. WHAT IS A DIALECT?

According to Malmstrom and Ashley, a dialect is "a variety of a language used by a speech community." Therefore, any spoken form of a language is a dialect.

2. WHAT IS "STANDARD" ENGLISH?

This term refers to that form of English which is taught in the American classrooms and is advocated for use in all formal situations. Because it is usually spoken by educators and other leaders of the nation, it is considered the "pretigious" dialect.

3. WHAT IS "NONSTANDARD" DIALECT?

This term is widely used by linguists to label those speech patterns which deviate from the form of language taught in schools. These patterns are commonly heard among the lower socio-economic groups of society.

4. HOW DO WE CATEGORIZE DIALECTS?

Dialects fall into two major categories: Regional or geographical, and social or ethnic. A regional dialect is spoken by persons from a specific section of the country, e.g. Midland or Southern speech. A social or ethnic dialect is spoken by a racial group, e.g. Yiddish, or Gullah.

5. HOW DO WE CLASSIFY "NONSTANDARD" SPEECH PATTERNS?

"Nonstandard" speech patterns are classified as phonological (pronunciation), syntactical (grammatical), or lexical (vocabulary). Here are examples of nonstandard black English:

a. "I ax (ask) him his name." (phonological)
b. "He go (goes) to school." (syntactical)
c. "She bamming (hitting) on the table." (lexical)

6. WHAT IS DIALECTAL MODIFICATION?

It is the process of learning to shift from "nonstandard" to "standard" speech patterns when the situation demands it. The technique used for dialectal modification is called pattern practice (speech drills). The approach is comparable to that used for the teaching of English as a second language.

The underlying philosophy of this approach should be to teach "standard" English as an alternative way of speaking. No attempts should be made to eradicate the speaker's vernacular.

7. WHY IS DIALECTAL MODIFICATION NECESSARY?

Dr. Joan Baratz states that the middle class white child who is learning to read is faced with the problem of decoding the printed word. Contrastingly, the child who speaks a "nonstandard" dialect must first translate then decode the written word. This dual process impedes learning.

Two facts are obvious: speech is the foundation for learning to read and write, and "standard English" is the acceptable dialect of the schools. Therefore, it seems only logical to build oral language competency in standard English before teaching the other language arts. It is true that some children will learn to read and write despite the use of a "nonstandard dialect." It is also true that some will learn to write and write without the opportunity for formal schooling. However, there are many migrant and other disadvantaged children whose achievement is hampered because their "nonstandard" speech patterns interfere with the acquisition of "standard" English.

8. WHAT ARE SOME EXAMPLES OF DIALECTAL INTERFERENCE?

In the teaching of phonology, the problem reveals itself in these examples:

A. Short (i) pronounced as short (a).

   1. ink ------------ ank
   2. sink ----------- sank
   3. blink ---------- blank

B. Absence of oi, and or sounds.

   These words are dialectal homonyms:

   1. door ----------- doe
   2. floor ---------- flow
   3. boil ----------- ball
   4. court ---------- coat
   5. shore ---------- show, sure

6. store --------- stow

7. sore ---------- sew

These syntactical patterns show differences between the two dialects:

Nonstandard:

1. He bees there every day.
2. Dem his books.
3. Dy ain't got none.
4. She sittin' down.

Standard:

1. He is there every day.
2. Those are his books.
3. They don't have any.
4. She is sitting down.

Daily use of "nonstandard" dialectal vocabulary contributes to the children's generally deficient standard English vocabulary which is revealed on standardized tests.

Some examples are:

1. "You take up for him." (protect, defend)
2. "This ain't real; it's play-play." (pretend, artificial unreal)
3. "He's illy-foam." (deformed, crippled, limping)

9. WHAT IS THE PROCEDURE FOR DIALECTAL MODIFICATION?

The following steps are only general recommendations. They must be adapted to the ages, needs, and abilities of a specific group of children.

1. Dialectal screening to identify each child's "nonstandard" syntactical, phonological, and lexical patterns.

2. Orientation sessions to discuss the nature of language and the significance of dialectal differences.

3. Awareness sessions to enable each child to analyze his speech patterns; to compare and contrast them with the speech patterns of others, and to foster positive attitudes toward individual dialectal differences.

4. Motivation sessions to help the children sense the need for modifying their nonstandard patterns or for learning standard English as a second dialect to be used in formal situations.

5. Structural analysis sessions to point out the similarities and differences between the "nonstandard" and "standard" patterns to be used in the pattern practice lessons.

6. Auditory discrimination sessions to enable the children to hear the differences in the patterns.

7. Pattern practice sessions presented in the form of repetitive sentences, speech games, selected poetry, and other planned activities to elicit individual oral responses.

8. Structural oral activities to give the children much practice in using their "standard" English patterns in formal situations, and to assess their ability to use these patterns in spontaneous speech.

10. HOW CAN DIALECTAL MODIFICATION BE CORRELATED WITH READING INSTRUCTION?

In a special oral language class, the above procedure might be followed in detail. However, in the reading program short-cuts can be taken without sacrificing the desired results. The following model lesson is an illustration of how this can be accomplished.

Model Lesson for a Syntactical Pattern

Topic: Singular Possessive Nouns and Reading

(Dialectal Modification)
By Ida B. Bragdon

Performance Objectives:

1. Given oral explanations and illustrations, the student will demonstrate his ability to construct oral sentences containing singular possessive nouns (for dialectal screening).

2. Given oral productions of sentences for auditory discrimination, the student will be able to recognize sentences containing standard possessive nouns.

3. Given a pattern practice session, the student will be able to produce the (s) sound on singular possessive nouns.

4. Given a list of written sentences, the student will be able to identify sentences containing standard possessive nouns.

Procedures:

Step 1. Tutor's Oral Explanation & Illustration
(Constructing oral sentences)

Say: Today, we're going to make sentences about things that "belong to persons".

The name of one person is a singular noun. I'm going to name a person and tell you something that "he owns" or something that "belongs to him". You will make a sentence that shows this possession or ownership. Begin the sentence with "That is ______."

Here's an example:

Jim ______book (remember that Jim owns the book)

The sentence would be:

That is Jim's book.

Ask: Do you understand how to use the two words? (If the student says "No", give other examples. If he understands, proceed to next step.)

Step 2. Student's Performance

(Constructing oral sentences for dialectal screening)

Say: Now, it's your turn to make a sentence. I'll name a person and tell you what "he owns". Remember to begin your sentence with "That is ....".

a. John ______hat (John owns the hat.)

The sentence would be:

That is ____________.

b. Sue ___________dress (Sue owns the dress.)

The sentence would be:

That is ______________.

c. Bill ____________motorcycle. (Bill owns the motorcycle.)

The sentence would be:

That is _______________.

Note: If the student fails to produce the (s) on each possessive noun, record his name for pattern practice drills. Take him through all of the following steps. If he produces the (s) sound on all possessive nouns, require him to do only the final step.

Step 3. Tutor's Differentiation of Dialectal Forms
Auditory Discrimination)

A. Say: To show that John owns the hat, some people say the sentence this way:

That is John hat.

Others say the sentence this way:

That is John's hat.

Did you hear the difference? I'll repeat the sentence both ways, and I want you to tell me the difference.
(Repeat sentences, giving nonstandard form first.)

B. Say: When someone says - That is John's hat - he puts an (s) sound on the word John.

The (s) sound makes the word John a possessive noun. It shows ownership. In Standard English, Classroom English or School Talk, we add an (s) sound to nouns to show ownership.

Step 4. Student's Performance: Auditory Discrimination
(Listening for Standard production of possessive nouns)

A. Say: I'm going to read sentences to you. Each sentence will be read two ways - the "standard way" - and the "nonstandard way". Remember that the standard way is what we need to learn for school talk or classroom discussions.

Listen to this example:

I saw Lynn coat.

I saw Lynn's coat.

Which is the standard way to show possession? That's right. (The second one because it has the (s) sound on the person's name.)

B. Then, say: Listen to these sentences. Raise your right hand when you hear a sentence that shows possession the "standard way".

1. I'm going to Paul house.
2. We found Carol's pen.
3. They ate Will's apple.
4. I'm going to Paul's house.
5. We found Carol pen.
6. They ate Will's apple.
7. Did you see Betty's dress?
8. We saw Betty's dress.

Step 5. Student's Performance
(Pattern Practice: tutor as model)

Say: Here are some sentences with possessive nouns. We're going to say them. You'll repeat after me. Be sure to say the (s) sound on the person's name. (Say each sentence twice.)

1. That is Pete's girlfriend.
2. That is Rosa's notebook.
3. That is Jerry's car.

4. That is Will's apple.

5. That is Bill's motorcycle.

6. That is Jim's rabbit.

7. That is Carol's pen.

Step 6. Student's Performance: Oral Language Evaluation
(Pattern Practice: Tutor as initiator)

Say: Now, I want you to make some more sentences, using posse nouns. I'll name a person and tell you what "he owns" will begin each sentence with "That is _________." to put the (s) sound on the names of the persons wh something.

Jerry ----------------------- car

Paul ------------------------ boat

Clara ----------------------- pencil

Henry ----------------------- dog

Sarah ----------------------- dictionary

Will ------------------------ apple

Betty ----------------------- dress

Carol ----------------------- pen

Jeep ------------------------ motorcycle

Pete ------------------------ girlfriend

Step 7. Tutor's Graphic Illustrations
(Explaining the written form of possessive noun.)

Say: Let's see how singular possessive nouns are written.
(Write two or three sentences from list in Step 6. Explain one sentence at a time.)

Example:

That is Pete's girlfriend.

The (s) sound that is heard on the word Pete is written this way ('s): an apostrophe is in front of the s.

Explain other sentences in same manner.

Step 8. Student's Performance: Reading Evaluation
(Reading sentences and identifying possessive nouns)

Say: Now, I want you to read some sentences which contain possessive nouns. Underline each possessive noun.

Sentences for Reading Activity

1. That is Paul's boat.
2. Where is Henry's dog?
3. John's hat is brown.
4. Look at Sue's dress.
5. I saw Clara's pencil.
6. Who took Bob's paper?
7. We fed Albert's rabbit.
8. Paulette's record is broken.
9. They lost Henry's football.
10. We went to Beth's party.

H. Self-Concept and Reading

"The perceptive process is the only avenue by which the self can be fed. We choose that which the self feeds upon. The direction of growth of the self depends upon those choices.

Confidence opens the barriers so that the perceptive stuff of growth can be received.

Optimism is the natural outcome of an accepting view of self and hence of others.

The fully functioning self is motivated by the value of facilitating self and others."

Taken from:
PERCEIVING, BEHAVING, BECOMING
"The Positive View of Self"
By Earl C. Kelley

"The self-concept, according to Harry Stack Sullivan, develops from the "reflected appraisals of significant others." How a child sees himself is an outgrowth of how other people see him, especially those people about whom he cares and who have meaning in his life. Among disadvantaged children, especially Negroes, there is a greater degree of self-derogation, of seeing one's self as ugly, stupid, or inferior than is true for more affluent or even lower class white children. Part of these feelings of inferiority among Negroes is unrelated to actual achievement but reflects an "emotional accommodation to the demanding role in American culture that has been imposed upon his racial group by the dominant majority? (Katz, 1964). From his review of the evidence on the effects of desegregation, Katz concludes that moving into a school with white pupils does not automatically enhance the pupil's sel-concept and may, where social acceptance is lacking, degrade it. It therefore becomes imperative for the school to tackle this problem consciously through planned teaching strategies."

Taken from:
EDUCATION OF THE DISADVANTAGED
"Methods and Materials for Educationally
Disadvantaged Youth"
By Miriam L. Goldberg

"In choosing his work, and through his style of work behavior, man defines himself. He is actually saying. "What sort of person do I think I am? How do I want others to see me? What kind of person would I like to be? What are my values and needs? What can I do to reconcile my self-ideal with my real self? What outlets are there for me with my needs, values, interests, and aptitudes? As one can readily see, these are some of the significant life questions confronting each of us."

Taken from:
EXPANDING THE SELF: PERSONAL
GROWTH FOR TEACHERS
By Boy and Pine

"It is clear that the life experiences of the Negro child are not such as to aid him in developing a positive sense of himself or of his place in his world. What does this suggest to us? It would seem that a very compelling hypothesis is that the Negro child, from earliest school entry through graduation from high school, needs continued opportunities to see himself and his racial group in a realistically positive light. He needs to understand what color and race mean, he needs to learn about those of his race (and other disadvantaged groups) who have succeeded, and he needs to clarify his understanding of his own group history and current group situation."

Taken from:
NEGRO SELF-CONCEPT: IMPLICATIONS FOR
SCHOOL AND CITIZENSHIP
By Kvaraceus, Gibson, Patterson,
Seasholes, and Grambs

"As minority-group children learn the inferior status to which they are assigned and observe that they are usually segregated and isolated from the more privileged members of their society, they react with deep feelings of inferiority and with a sense of personal humiliation. Many of them become confused about their own personal worth. Like all other human beings, they require a sense of personal dignity and social support for positive self-esteem. Almost nowhere in the larger society, however, do they find their own dignity as human beings respected or protected. Under these conditions, minority-group children develop conflicts with regard to their feelings about themselves and about the values of the group with which they are identified...These conflicts, confusions, and doubts give rise under certain circumstances to self-hatred and rejection of their own group....

Minority-group children of all social and economic classes often react to their group conflicts by the adoption of a generally defeatist attitude and a lowering of personal ambition."

Taken from:
EDUCATION IN DEPRESSED AREAS
By A. Harry Passow

"The self-image of minorities is a critical imperative. Children must develop self-respect and pride in their heritage before they can learn to relate easily to people of a different ethnic group or color. Children need models and inspiration, which may be drawn from the biographies of the various minorities, yet, as has been pointed out by the panel of six historians who recently examined American history textbooks: "Admittedly, there is a danger in assessing historical writing in terms of its social consequences. A laudable desire to combat racism and especially to bolster self-respect among Negro students, might result in exaggerating Negro contributions and the heroic qualities of Negro figures. In our view this would be an equal distortion of historical truth, and in the long run would fail to have the desired social effects."

Respect and appreciation for any culture do not derive from vague, romantic, sentimental pronouncements. Genuine respect for another culture or a minority group comes from knowing that culture or minority and its positive aspects. Instruction should be directed toward the goal of helping all students develop:

1. Respect for themselves and all others as human beings with worth, rights, obligations, and expectations for justice under the law.

2. Responsibility for their own behavior and actions.

3. Resourcefulness in securing accurate and full information, and in using it as a basis for rational and constructive thinking and action within the institutional framework of our society."

Taken from:
TEACHING THE DISADVANTAGED CHILD
By Sidney W. Tiedt

"The problem can be simply stated: How can a school program be organized for children who may hate school, who have very limited experiences, and who feel like failures, so that they can be helped to discover that they can learn, that learning is fun, that they can see their own successes and develop some future for themselves?

These goals are not likely to be achieved by patchwork changes, but rather by imaginative reorganization of school programs. Specific methodologies will best be developed by creative educators; the suggestions below are mainly concerned with the elementary school.

1. Pupils must be helped to be active partners in the learning process. Pupils should be allowed to participate in making every decision possible in their group life. This might include the schedule for the day, the books they are to use, the color of the paint on the wall, the arrangement of the room, or the evaluation of their progress.

2. Pupils need to learn more from experimentation and from each other than from the teacher directly. During most of the school years pupils are more concerned about their relations with their peers than with the teacher or principal. Classrooms might be organized around small groups of pupils working together on special projects that involve problem-solving and discovery techniques.

3. Curriculum units need to be organized around concrete experiences, ones in which these pupils can have a high degree of success. It is a mistake to assume that giving Jane errands to run or giving John the responsibility for erasing the board is building a positive self-concept. While these may be enjoyable to some students, their greatest concerns are to learn to read and write and figure, and until they feel some mastery in these areas they are likely to think of themselves as inadequate. This is the reason for emphasizing that we need to provide them basic educational experiences in doses that they can assimilate.

4. Pupils need to be in a classroom atmosphere that is unthreatening, fair, purposeful, and relatively unhurried.

5. Teachers should reduce their evaluative comments in the classroom to a minimum, whether it is expressing praise or criticism. Self-evaluation can be encouraged by questions that invite self-criticism by pupils. For example: "Are you sure your problem is right?" "How do you like the picture that you drew?" "What do you like about it?" "Why do you do that?" - these invite self-expression and self-analysis, and growth.

6. Where possible, teachers should also make their questions to the students' requests for their opinion and judgement, in preference to requests for the recall of facts.

7. Teachers who work with disadvantaged youth should be carefully selected. It is frequently the custom to assign new and inexperienced teachers to work with disadvantaged youth because in the school culture this is regarded as the least desirable assignment. This practice is detrimental to both the teachers and the pupils involved. There is some evidence that the most effective teachers who work with disadvantaged youth are either those who have grown up in the area and want to return to help,

or teachers who come from the upper-social levels and are less likely to demand that these children behave strictly according to middle-class standards.

8. Some administrative decentralization that would allow the inner-city schools to develop methods, materials, and personnel specifically suited to this child population, would seem desirable.
9. To be most effective, the school should involve parents in training for helping the children toward more positive self-regard.

A healthy self-regard and self-confidence is not only a goal of public education, but also a prerequisite to learning."

Taken from:

THE INNER-CITY CLASSROOM: TEACHER BEHAVIORS
By Robert D. Strom

Learning Disabilities and the Migrant Child: Some Considerations

By Harris M. Blumberg, Ed.D.

When discussing the area of Learning Disabilities as it relates to Migrant Preschool children, it is important to first consider the definition of Learning Disabilities. Of the many descriptions which appear in the literature, the following definition is the one that appears to be most often cited. Clements (1966) in his report includes the following definition:

> Children of near average, average, or above average general intelligence with certain learning or behavioral disabilities ranging from mild to severe, which are associated with deviations of function of the central nervous system. These deviations may manifest themselves by various combinations of impairment in perception, conceptualization, language, memory, and control of attention, impulse, or motor function...these aberrations may arise from genetic variations, biochemical irregularities, perinatal brain insults or other illnesses or injuries sustained during the years which are critical for the development and maturation of the central nervous system, or from unknown causes. (pp. 9-10)[1]

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[1] Clements, S.D. (Ed.) Minimal brain dysfunction in children: Terminology and Identification: Phase one of three phase project. NINDS Monograph No. 3 (U.S. Public Health Service Publication O. 1415). Washington, D.D.: U.S. Government Printing Office, 1966.

In addition to a reading or language disability, the migrant child can, of course, experience a learning disability as it is defined on the previous page. It is also important to note that environmental deprivation can cause the same types of observable impairment(s). i.e. Difficulties such as visually perceiving cat/cat and not act/cat, p/b, d/g, △▽ ; drawing a line, copying, sitting still, remembering sequences of sounds, phrases or oral directions. Putting things that as seen or heard into categories, using words, phrases, and sentences at appropriate times can all also be the consequence of environmental deprivation. From a diagnostic and remediation prospective the procedures or tools used will be similar or the same.

Because of the extreme mobility pattern of the Migrant Child, it is very likely that he will experience some type of delay in development in two or more phrases of communication development, listening, speaking, reading or writing. The potential for a processing problem, visual, auditory, kinesthetic, tactile or haptic is further heightened when considering poor diet, health care, and birth injuries which may be experienced in migrant children. When working with him in an educational environment, an awareness of how he can remember what he hears and how he can use paper and pencil on copying tasks is most important. The auditory or listening area is most crucial in any phase of education or general development. An efficient way of assessing the auditory sequency is test #13 from the Detroit Test of Learning Aptitude; Auditory Attention Span for Related Syllables.

It is important to note that there are many areas that should be considered when diagnosing and remediating learning disabilities in migrant children. This brief statement is only considering two; auditory sequential memory and visual perceptual fine motor ability. The reader is referred to the bibliography for further information concerning the entire area of learning disabilities.

Regarding the visual perceptual fine motor area, once the child has been introduced to a preschool program and its many varied manipulative materials, he will soon be confronted with learning situations requiring manipulations of paper, pencil and crayons. Thus, it is important to insure the continued development of a positive attitude toward learning and a positive self-concept that he be able to handle the instructional objectives of the tasks in which he is involved. Knowledge of his visual-perceptual fine motor ability would help to insure a positive successful learning activity.

An evaluative technique available to migrant personnel is the Developmental Test of Visual Motor Integration.[2]

This is a form copying test with an age range of one year nine months to fifteen years - eleven months. There are separate norms for males and females.

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[2] Berry, R.E., Buktenica, N.A. The Developmental Test of Visual Motor Integration, Follett Publishing Company, Chicago, Ill., 1967.

Of course, optimally more information about all the developmental areas of the migrant child would be helpful; however, since the majority of learning disability children experience difficulties in the visual-perceptual fine motor and auditory sequencing areas, knowledge about these areas would serve as a screening and a preventative device as well. With this additional information, hopefully, a more effective and efficient program of prescriptive teaching can be developed. Specific activities for remediation of auditory processing and visual-motor problems can be found in A Program of Sequential Language Development: A Theoritical and Practical Guide for Remediation of Language, Reading and Learning by Harris M. Blumberg, Ed.D. - Charles C. Thomas, Springfield, Illinois, 1975.

CHAPTER X

READING TRENDS AND APPROACHES

By

Maureen Bethel and
Aurienta W. Nixon

The major objective of any reading program should be to help each student develop his reading abilities. Teaching a child to read depends largely upon the quality and consistency of instruction, in addition to the utilization of materials and the type of approach that is best suited for the student. How can one know which approach is best for a student? The approach is best if the student is successful.

Several approaches are discussed in this chapter. Each one is treated in the following manner: (1) First, a general description is given about the approach or trend (2) An evaluation of the various procedures for implementing the approach (3) The materials and programs that are available using the approach and (4) The person or persons who were responsible for either initiating or contributing to the approach.

I. BASAL READERS (SIGHT APPROACH)

A. Description - The basal readers are a series of books structured for use in developmental sequence. They are designed to teach a basic vocabulary of words, present the various skills in an organized manner, and maintain pupils' interest in learning to read. Basal reading programs also include workbooks, teacher's manuals, related supplementary books, word and phrase cards, wall charts, and appraisal materials.

B. Evaluation - The basal reader steadily builds skills while it constantly gives children reason to move out to other reading. It recognizes the importance of creative expression and language-arts activities to reading development. It proposes various ways of meeting individual differences without sacrificing continuity of learning.

To establish a sight vocabulary from the basal reader the words are written on the board in sentences, and discussed thoroughly for identification of their "meanings and phonetic parts with procedures":

1. Rereading of the new words in sentences and phrases by the children.

2. Comprehension clues - Leading questions are used to assist children in identifying, framing, and reading lines consisting of new words.

3. Word recognition check - Pupils are encouraged to identify, read and underline designated words from left to right.

4. Flash-card exercise - New words are added to other words. A story is built in the pocket card holder. Pupils read sentences of the story.

5. Chalkboard exercise - This is similar to the pocket chart exercise. Instead of a story, however, it may be a set of statements to be approved, disapproved, and changed orally by the children.

6. Creative variations - The children make up their own stories using the new words, or the children act out or draw stick figures, or present riddles whose answers are the new words.

7. Flash-card test - As a final test of the effectiveness of the learning, the teacher flashes cards containing the new words and asks each child to respond.

C. Materials and Program - The resources available for implementing the basal reader approach include the following:

   1. Sheldon Basic Reading - Series K - 8. Allyn-Bacon, Inc.

2. The Read System - Covers before reading through grade 6. American Book Company.

3. Project Read - Designed to increase reading abilities of students from K - 12. Behavorial Research Laboratories.

4. The McQueen Basic Readers Books - For levels K -3. They teach reading habit skills through the use of a phonics system built into a complete language arts block program of reading. McQueen Publishing Company.

5. Reading Essentials Series - A series of worktexts K - 8 that develops a program of sequential skills, heavily emphasizing phonics and structural analysis. Steck-Vaughn Company.

6. Open Court Basic Reading Program - These hard cover basic readers 1 - 6 offer challenging literary selections and a wide range of informational reading. Open Court Publishing Company.

7. The MacMillan Reading Program - Reading independence is developed immediately for levels R - 6. The MacMillan Company.

8. Basic Reading Program - A basic reading program from K - 8, using a "strand" approach for full development of reading skills and their application. Harper and Row Company.

9. Lippincott Basic Reading Program - A basic curriculum series for developmental reading. The presentation of each skill is followed by suggestions for further activities and enrichment activities. A fully developmental linguistic reading program 1 - 8. J.B. Lippincott Company.

10. Betts Basic Readers - Teacher's Edition contains extended references in professional materials encyclopedias, children stories, poetry, music, films, filmstrips and publishers. Grades K - 6. American Book Company.

11. Reading Experience and Development Series - A developmental series containing two readiness books, three pre-primers and other texts from Primer to to level 6. American Book Company.

12. Reading for Interest Series - Series K - 6. D.C. Heath and Company.

13. City Schools Reading Program - A developmental series prepared especially for inner-city school children - K - 3. Follett Educational Corporation.

14. The Reading 360 Program - A developmental series signed to give additional reading practice at each level. Elementary levels K - 6. Ginn and Company.

15. Bank Street Readers - Developmental Series designed for inner-city schools - R - 3. The MacMillan Company.

16. The Holt Basic Reading System - A total language approach to reading with emphasis in phonology, morphology, syntax, semantics and rhetoric. K - 6. Holt, Rinehart and Winston, Inc.

II. INDIVIDUALLY PRESCRIBED INTERACTION (IPI)

A. Description - Individually Prescribed Instruction (IPI) program was developed by the Learning Research and Development Center of the University of Pittsburgh and Research for Better Schools, Inc. of Philadelphia. This program encourages every pupil to move at his own rate. It utilizes principles of programmed instruction for reading, science, and mathematics and stresses cognitive growth. Children are grouped in classes by chronological age, but this becomes irrevelent for instruction in these subjects. No two pupils ~~are~~ (or are expected to be) at the same point in the sequence of their development. The most basic prerequisite to individually prescribed instruction is the development of a checklist of skills. Ideally, pupils are expected to proceed at their own rates on development of skills in which they are deficient rather than to progress at a class-established rate for all skills in the program.

B. Evaluation - The IPI project which began in the late 1960's at Oakleaf Elementary School in suburban Pittsburgh is undergoing continuous evaluation and revision.

The project has been disseminated to other schools in Pennsylvania, Delaware and New Jersey through federal funds and Research for Better Schools. Prescribed instruction is also being attempted through the use of computers at Stanford.

Whereas the project is a non-graded plan, it is not to be confused with other non-graded efforts. Other plans, while offering excellent opportunities for learning do not lessen the issue of grouping pupils by performance, as does IPI. Perhaps the best evaluation of IPI is summed-up by Dr. Robert Scanlon, program director for Research for Better Schools: "(It) represents one of the more interesting ways of providing for the wide range of differences that can exist in any classroom. Certainly, it typifies what can be done to solve an age-old problem -- providing an individual program of study for each student at his own rate of mastery."

C. Materials and Programs - One of the most thoroughly individualized reading series is the McGraw-Hill, Webster Division's Programmed Reading. The series contains a placement test and unit tests together with a format that permits the child to check his own responses as he works through the material. The IPI program is built on the McGraw-Hill materials although it has introduced major additions and modifications.

Each pupil's prescription is based on the results of testing. It is correlated with a skills continuum and a wide variety of individualized and programmed materials.

D. Contributors - A team of researchers at the Learning Research and Development Center, University of Pittsburgh and others from the Research for Better Schools, Inc. of Philadelphia, have been responsible for most of the literature on the IPI project.

III. INDIVIDUALIZED READING

A. Description - Instructional patterns and procedures are designed to determine specific needs and interests and concentrate instruction on those priorities with students working in flexible groups to facilitate the adjustment of instruction to individual differences.

Would you believe 30-plus students, each operating at his own speed in a single classroom? Well, that's what individualized reading is all about. Each student operating with continuous progress at his own rate of speed and efficiency. Teachers are constantly involved in evaluating, diagnosing and prescribing.

B. Evaluation - Idealistically, conscientious teachers aspire toward helping each child develop the maximum of his potentialities at the optimum rate, nurturing his interests and arousing new ones, finding materials that will benefit him most, appreciating his efforts and accomplishments and stimulating him to set new goals to move onward. Individualized reading, like any other method of instruction, is no panacea, no "perfect" solution. Its success depends upon teaching skill, as does the success of any method. For teachers who believe strongly in working with the individual on his unique level of learning, for those who do not rigidly adhere to traditional assumptions, for those who have faith in teacher judgment and creativity, individualized reading opens the door to limitless opportunities for pupil and teacher growth.

Most supporters of an individualized approach draw these implications:

1. Individualized reading is more effective than the basal method since students may progress at their own rate of mastery.

2. The individualized program serves ability levels effectively.

3. The program which adjusts to individual progress in the subskills by teaching to points of weakness provides more effective learning than group analysis techniques.

4. Individualized story reading provides independent application of skills and promotes interest in reading.

5. The program is based on an intensive individualized skills program and guided reading development.

6. The teacher-pupil conference is a valuable technique for adjusting needs. This is superior to the ability grouping practice, which cannot serve individual needs.

7. Quantities of varied self-administering, self-pacing and self-correcting materials are essential for a reading program.

8. Learning has been found to be most efficient if the learner has the opportunity to start at the point at which he meets a reasonable degree of success, and if he is allowed to move ahead as fast and far as his learning rate

and capacity will let him.

9. Reading is definitely an individual process.

C. Materials and Programs - The resources available for implementing the individualized approach include the following:

1. Keys to Independence in Reading
   Grades 4 - 6. Economy Company

2. The SRA Reading Program - Grades-Readiness - 12 or advanced
   Science Research Associates

3. Reading Essentials Series - Worktexts K - 8
   Steck - Vaughn Company

4. Plan - Individualized for different ability levels
   Westinghouse Learning Corporation

5. Reading Round Table Series
   Levels 1 - 6 American Book Company

6. Reading Incentive Program. Third Grade Reading Level. Bowmar Company

7. Individualized Phonics. Level 1 - 6
   Collier-McMillan School and Library Services

8. Language Experiences in Reading. K - 3
   Encyclopedia Britannica Educational Corporation

9. Dolch Four-Step Reading Program
   Reading level 1 - 4; interest level 1 - 8
   Garrard Publishing Company

10. The Reading Shelf. Grades 1 - 5

Garrard Publishing Company

11. The Reading Attainment System

Reading level - 3-4 - Grabier

Educational Corporation

12. Durrell-Murphy Phonics Practice Program

Reading level -Primary-unlimited ability levels.

Harcourt, Brace and World Company

13. Houghton-Mifflin Action Series

Reading level 4-5. Houghton-Mifflin Company

14. Gateway to Good Reading - Levels K-6.

Imperial International Learning Corporation

15. Scholastic's Individualized Reading Materials

Levels K -8 - Scholastic Book Services Company

16. Phase Reading Development Program

Reading levels 4 - 7. Journal Films, Inc.

17. Gateway to Reading Treasures

Reading levels - Primer - 6

Laidlaw Brothers

18. Reading for Meaning - Reading

levels 4 - 12. J.B. Lippincott Co.

19. Phonics We Use - A kit of 10 games for primary reading or remedial diagnostic work. Lyons and Carnahan

20. Pacesetters in Personal Reading
Reading level - Pre-primary - 8
Lyons and Carnahan

21. MacMillan Reading Spectrum
Reading level - grade 4 and above
The Macmillan Company

22. The Challenge Reader Series
Nongraded books of six series
McCormick - Mathers

23. Building Reading Skills Series
Reading level 1 - 6. McCormick-Mathers

24. Be A Better Reader Series
Reading level - 4-12. Prentice-Hall, Incorporated

25. Reading Pacemakers - Reading level 3-9. Random House/Singer

26. Carousel Book Program - Seven sets of 10 books each for individual reading activities

27. Random House Reading Program
Level - Primary - Junior High - Random House/Singer

28. Reading Skill Builders. Levels 1 - 10 or advanced. Reader's Digest Services, Incorporated

29. Learning to Read While Reading to Learn. Ungraded high-interest, low readability level books directed primarily for boys. Stone Educational Publications

30. Webster Classroom Reading Clinic Reading level 4-9. Webster Division/McGraw Hill Book Company

D. Contributors - High interest was developed in the individualized approach during the late 1950's. Jeanette Veatch and Walter Barbe are well known contributors to the research with this approach. Since then, Fitzsimmons, Patrick Graff, Leland Jacobs, Alice Miel, Harry Sartair and others have written books on the subject and have prepared many magazine articles.

IV. INITIAL TEACHING ALPHABET (ITA)

A. Description - Initial Teaching Alphabet (ITA) originated in England. It consists of a phonemic alphabet of forty-four lower case letters, which reduces reading to a consistent letter-sound relationship. It is a medium rather than a program. There is emphasis on self-concept, human experiences, and meeting children's needs and interests. Various types of illustrations are used, and the various word recognition clues are included in many programs.

B. Evaluation - Most proponents of ITA media have a read-for-meaning philosophy. The letter-to-sound relationship of this system makes reading and spelling easy. However, there is a problem because the whole English spelling structure differs and children live in a society and community environment that has not and is not likely to change the traditional spelling of words. The child must sooner or later learn to read and there is a question of how readily he can make the change and how much effect this early experience will have on later reading and spelling. Testing must be done after these children have transferred to the traditional reading alphabet so that they can read the tests, without being handicapped by having little other material to read except the basic program materials. Now many children's books have been translated into ITA.

The questions many educators raise are: Why teach another alphabet when children eventually use the established one? Are children delayed or accelerated by using the simplified approach first? What effect does it have in spelling?

C. Materials and Programs - The resources available for implementing the ITA approach include the following:

1. Early-to-Read Program - Primary program organized into three phases - basic skills, extending and developing skills, spelling and transition. ITA Publications, Inc.

2. Perceptamatic Reading Series Materials - A program of kits at 8 reading levels. Rheem Califone Company

3. Anita Metzger Reading System. Pre-reading through traditional orthography - Basic Education Computers, Inc.

4. Library Sets 1 - 4 - Primary grades. Coordinated with the Early to Read ITA program. ITA Publications, Inc.

5. The Beatrix Potter Books
   The Little Picture Books
   The Little Story Books - Primary
   Reading level. Frederick Warne and Company

D. Contributors - ITA was conceived by Sir James Pittman and introduced into the United States by John Downing. M. Harrison's book - "The Story of the Initial Teaching Alphabet," is a well known resource.

V. THE LANGUAGE-EXPERIENCE METHOD

A. Description - The language experience method, developed during the early 1960's,tends to capitalize on the intimate relationship between reading and the child's other language skills. When this is done, reading teaching becomes closely integrated with the teaching of the other language skills. The individual's language development tends to progress from listening and speaking to writing and reading, and finally to whatever is for him the mature expression of his language skills. Reading becomes an extension of personal language.

B. Evaluation - The child acquires language experience in school in proportion to how stimulating he finds the class situation, or to how many opportunities he has to present and share ideas through the use of language. Reading begins when the pupils talk about their experiences, impart their ideas and describe their interests so that the teacher can write them down for all to see, either on the chalkboard or in experience charts. In such situation the children discover this is just "talk written down."

A sight vocabulary is gradually developed through reading dictated materials and doing workbook exercises. When a child is able to write independently, he acquires basic word lists together with words of general interest. In this way he develops control over a basic vocabulary through writing experience. As the pupil grows in reading ability, he is increasingly given the opportunity to read from books that will appeal to a variety of his interests.

The language experience method can and does make valuable contributions to reading growth. The measured results of its use are highly favorable.

C. Materials and Programs - The resources available for implementing the language experience approach include the following:

1. Language Experiences in Reading
   Levels 1-3. Encyclopedia Britannica
   Press Corporation

2. Sounds of Language Series - Reading Level
   Pre-primer - 6
   Holt, Rinehart and Winston

3. The World of Language Series - For elementary grades.
   Follet Education Corporation/Chicago

4. I Wonder Why Readers - For elementary grades.
   Holt, Rinehart and Winston

5. Instant Readers - Reading level: K -3.
   Holt, Rinehart and Winston Inc./New York

6. Word Wonder Book Dictionary - Reading level
   K - 3 . Holt, Rinehart and Winston, Inc./New York

7. Kinder Owl Series - Reading level: K - 6.
   Holt, Rinehart and Winston, Inc.

8. The Creative Reading Program
   Harper and Row Company

9. Fairy Tale Magic - Encyclopedia
   Britannica Education Corp./Chicago

10. Classic Fairytales - Encyclopedia
Britannica Education Corp./Chicago

11. Ripples Series (30 Films)
National Education Television
(May be secured from County Film Library)

12. Magic Moments - Encyclopedia
Britannica Education Corp.

D. Contributors - Some of our well known contributors to this contemporary trend in reading are Roach Van Allen and R. H. Bloomer.

VI. LINGUISTIC APPROACH

A. Description - Linguistics is generally referred to as the science of language. It is the oral conveyance of communicative thought through speech sounds, patterns and language design. Linguistics makes us more conscious of language and all the relevant problems stemming from the irregularities and inconsistencies in it.

Linguistic readers have these features in common:

1. The letters of the alphabet are learned by letter names.
2. The emphasis is on decoding.
3. There is a systematized patterning of initial phonemes and selected word endings.

4. Sounds are never isolated from the words.
5. Other clues of word recognition are ignored in most of the linguistic approaches. Pictures are discouraged as an aid in word recognition; some in the first books.
6. Syntactic systems of English are a part of the reading instruction.
7. The series vary in that all capital letters are used in some books, while in another series the lower case alphabet is used. Some series put more emphasis on a sentence approach to reading.

B. *Evaluation* - Compared with other approaches to reading, linguistics - oriented books have the following strengths and weaknesses:

   1. There is much less emphasis on reading for meaning in beginning reading.
   2. There is less regard for basic reading vocabulary based on words most commonly used by children.
   3. Other approaches use additional word recognition clues in beginning reading.
   4. There is little or no beginning reading.
   5. There is too much attention focused on form and structure rather than on meaning and content.

C. Materials and Programs - The resources available for implementing the linguistic approach include the following:

1. Oral Reading and Linguistics Series
   Grades 1 - 6. Benefic Press

2. The Linguistic Readers - Readiness
   Grades 1 - 3. Benziger, Inc.

3. The Bookmark Reading Program - Grades 1 - 6
   Harcourt, Brace and World

4. Miami Linguistic Readers - Beginning Reading Series (for children who speak a non-standard dialect of English or are learning English as a second language). D. C. Heath and Co.

5. Sounds of Language Readers - Pre-primer -6
   Holt, Rinehart and Winston

6. Basic Reading - Grades 1 - 8.
   J. B. Lippincott Company

7. The Merrill Linguistic Readers - Basal Program for Primary Grades. Charles E. Merrill Publishing Company

8. Structural Reading - Primary Grades
   Random House/Singer Company

9. Programmed Reading - Grades - Pre-reading -3
Webster Division/McGraw-Hill Book Company

10. Visual-Linguistic Reading Program
Primary - Grades 3M Company - Visual
Products Division

11. Talking Page Reading Program. Pre-school - 3 grades. Responsive Environments Corporation.

D. Contributors - Leonard Bloomfield is usally credited with initiating interest among educators in American linguistics nearly thirty years ago with his book entitled: Language. Since then Charles Fries, James Soffietti, Carl LeFevre, Paul Roberts, Robert Allen, Robert Hall, Henry Smith, Paul Hanna, and others have written books on the subject. They and many others have prepared many magazine articles.

VII. MONTESSORI METHOD

A. Description - The initial Montessori program, starting usually at three years, consists of "exercises in daily living" such as sweeping, polishing and pouring. Usually the next phase of the program exercises in sensory discrimination.

The child works in a prescribed sequence, using a variety of materials one at a time. Some of the simplest ones are, for example, rods for visual perception of lengths, geometric solids for touching, 64 spools of different colors and shades for color discrimination, a set of musical bells for distinguishing sounds, tablets of wood of the same size but of different weights. In the third phase, visual and auditory discrimination is eventually developed into reading. The sense a child gains of certain relationships between a number of objects leads him into mathematical and physical concepts. The child's manual dexterity is developed by gradual steps in writing. By the age of five or six many children are reading, writing and performing mathematical exercises.

Materials are not used before the teacher recognizes the child's readiness and demonstrates each item's use to him. Sometimes the procedure is learned by one child's observation of another, an accepted practice. After this the child selects an item from the shelf whenever he wants to use it, works with it as long as he wishes then returns it to the shelf. When a child masters one activity or continues with one he has just mastered, he sets his own pace. His achievement may be acknowledged by the teacher, but his inward satisfaction is expected to be the strongest motive in carrying him along.

B. Evaluation - In the Montessori method, during the initial stage, the teacher interacts freely with the children. She is likely to divert activities, interrupt and suggest others as she sees fit. After that much of her success as an observer. Rather than encourage children to be dependent on her, she helps them to help themselves.

C. Materials and Programs

1. Montessori Matters - Primary Reading level
   Notre Dame de Namur/Cinn.

2. The Montessori Method - Primary Reading level
   Schoeken Books/New York

D. Contributors - Marie Montessori, an Italian M.D., became first a specialist in the training of mentally defective children, then an experimenter and theorist for all young children. Montessori felt education should be based not only on the great responsiveness of children's senses but also on their own desire to master real skill. Beginning in 1907, schools using her methods sprang up all over the world. By 1916 there were nearly 200 authorized schools in the United States and countless others using her name.

VIII. PHONICS APPROACH

A. Description - The phonics approach is a system of representing word sounds by letters; conversely, it is used to label the approach to reading through the attention of how letters represent words and sounds. A phonic approach to reading begins by developing, as rapidly as possbile, a mastery of the decoding process of reading. No time is devoted to isolated soundings-out or drill with letters and syllables. The pupil learns the phonics in regularly-spelled words right from the beginning. Emphasis on meaning comes very soon, but psychologically, it is shown to depend on the prior step of decoding the printed word into the sound-symbol that carries the meaning. This order leads to instant whole-word recognition.

B. Evaluation - About fifty years ago reading was taught with a large overdose of phonics. Reading instruction was characterized by drills in "oral analysis." Children were drilled in phonics from the outset of instruction. Great care was often taken to withhold meaningful materials until children's pronunciation skills were "perfected." Then it was discovered that children were comprehending poorly and psychologists helped educators to see that meaning did not come from starting with sounds, but rather by starting with meaningful wholes. Then the pendulum swung completely away from phonics until educators began to see that an awareness of initial letter sounds could be a valuable clue along with other clues in word recognition.

Phonic approaches are designed to parallel most reading series today.

C. Materials and Programs - The resources available for implementing the phonic approach include the following:

1. Phonetic Keys to Reading and Keys to Independence in Reading - Grades 1 - 6
   Economy Company

2. The McQueen Basic Readers - Grade level K - 3
   Publishing Company

3. Reading Essential Series - Grade level K - 8.
   Steck-Vaughn Company

4. Discovery Reading Program - Beginning reading levels. Psychotechnics, Inc.

5. Remedial Reading Program - Primary - 8th grade level. Rheem Califone

6. The Sound Way to Easy Reading - Beginning reading levels. Bremner-Davis

7. Individualized Phonics - Levels 1 - 6.
   Collier-MacMillan School and Library Services

8. Sounds and Stories - Primary reading levels.
   Economy Company

9. Reading Through Phonics - Levels 1 - 4
   Educational Activities, Inc.

10. Sight and Sound of Phonics - Beginning reading levels. Educational Electronics, Inc.

11. Speech-to-Print Phonics - Ungraded for use with any basal series. Durrell-Murphy Phonics Practice Program - Ungraded self-directing and self-correcting program. Harcourt, Brace and World.

12. Phonics, Key to Better Reading - Levels - Readiness - 6. Hayes School Publishing Company.

13. Wenkart Phonics Readers - Levels 1st and 2nd Heni Wenkart Company.

14. Fun With Phonics - Written on a variety of reading levels. Highlights for Children.

15. Reading With Phonics - Primary reading levels. J. B. Lippincott Company.

16. Phonics We Use - Primary reading or remedial diagnostic work. Lyons and Carnahan.

17. New Phonics Skill Text Series - Grades 1 - 6. Charles E. Merrill Publishing Company.

18. The Phonics is Fun Program - Levels 1 - 6. Modern Curriculum Press.

19. Alpha-One: Breaking The Code
Beginning Reading levels, New Dimensions in Education.

20. The Phonovisual Method of Organized Phonics
Beginning reading levels. Phonovisual Products, Inc.

D. Contributors - Various phonics systems are those of Aiken, Carden, Sister Caroline, Daniels and Diack, Eaton and James, Hays-Wingo, and McCracken. The Lippincott program is a link between the phonics systems and basal reading; it has heavy emphasis on phonics.

IX. PROGRAMMED READING

A. Description - Programmed instruction was conceived as a technique for teaching in the army. It is an individualized instructional process carefully organized with small, well-ordered steps, or a high ratio of reinforcement and an inherent character of allowing students to proceed with learning at their own pace with an excellent potential for developing feeling of success with learning. Programmed instruction is uniquely designed to harmonize with principles of learning such as activity of the learner in the form of attention to stimuli and reaction to stimuli-feedback to the learner, in the form of an indication of the appropriateness of this response, i.e., reinforcement. These principles form the basis for the theoretical foundation of programmed instruction. Small, logically organized increments (steps) of knowledge focus the attention of the learner on the important points to be learned. Each step requires that the student actively respond by constructing or selecting his response. Each response is immediately followed by feedback which informs the student of the appropriateness of his response. By its very nature, programmed instruction demands that the learner be active.

B. Evaluation - Programmed instruction serves two broad objectives. It can provide better opportunities for meeting individual differences in the rates of learning of pupil populations and they are designed to be more thorough in imparting information sequentially. In a more specific sense, these objectives lead to opportunities to (1) allow pupil rate of learning to govern that learning; (2) allow a pupil who requires remedial work or who transfers into a school district during a school year to have his own tutoring aids; (3) allow a pupil after working with a teacher and text in school to reinforce or supplement the work at home with the text publication's programmed material; (4) help pupils gain knowledge in steps that are more scientifically ordered than any teacher's preparation; and (5) free teachers more for those tasks which they are better prepared to deal with than are non-human aids.

The research on programmed learning shows that this media of instruction has considerable attention for increasing instructional efficiency and effectiveness.

At present, costs involved in the use of programmed devices present a problem and preclude their widespread use in public schools. Whether or not programmed materials will substantially increase instructional costs will depend to some extent on how they are used. There is no reason to believe that every student must have his own program if programmed materials are not the exclusive means of instruction, and there is no indication that they should be. These materials are bulky and present another problem of storage for vast reams of paper. In summary, programmed learning devices are potentially effective means of instruction for some kinds of learning when they are used in harmony with utilization principles in practice today.

C. Materials and Programs - The resources available for implementing the programmed instructional approach include the following:

1. System 80 - Reading level: K-3
   Borg-Warner Educational System.

2. Readmaster Program Materials
   Reading level - Pre-school - 12.
   Ken-A-Vision Company.

3. Study Master Program - Nongraded for elementary grades. Polyfax Educational Systems.

4. Michigan Language Program - Nongraded for elementary grades. Learning Research Associates, Inc.

5. Building Reading Power - For low reading-ability students on or about the 5th-grade level. Charles E. Merrill Publishing Company.

6. Programmed Reading - Reading level pre-reading - 3. Webster Dividion/McGraw-Hill Book Company.

7. The Young America Basic Reading Program Reading level: K-8. Lyons and Carnahan.

8. Programmed Reading Series - Reading levels pre-reading to 6. Behavioral Research Laboratories.

9. The Mott Basic Language Skills Program Reading levels K-Adult. Semi-programmed series emphasizing word attack skills, comprehension, study skills and vocabulary development. Allied Education Council.

D. Contributors - Programmed instructions came into focus during the early 1960's. The Sullivan Associates and researchers for McGraw-Hill Company have been strong supporters of this innovation. Others who have contributed research and articles include John Coulson, Edward Fry, Leo S. Goldstein, Lassar G. Gotkin, Edward J. Green, E.R. Guthrie, A.A. Lumsdaine, Robert Glaser, Wilber Schramm, Julian Taber, Halmuth Schaefer, William C. Trow and J. Lloyd Trump.

X. WORDS IN COLOR

A. Description - Words-in-color is a linguistic-phonic system. The traditional alphabet is used, but shades of colors are used for the forty-seven sounds of English. The shades of color vary with the different vowel sounds, but each vowel sound has its own color regardless of what letter or letters represent it in a word. For example, in they, day, wait, great, and vein, the letters responsible for the a sound would all be the same color. The a in rain, ran, ago, and call would all be represented in different colors.

B. Evaluation - Such word in color clues would be helpful, but children eventually learn to read without them. There are no books used with color clues, and children learn to write with only a mental association with colors.

This approach is an effective technique for introducing the sounds to those for whom English is a second language.

C. Materials and Programs - The resources for implementing the words-in-color approach include the following:

1. Magicolor Program - Pre-school-primary grades. Basic Education Computers, Inc.

2. Ways to Read Words and More Ways to Read Words. Primary grades - Bureau of Publications, Teachers College.

D. Contributors - Words-in-color is a linguistic-phonic system developed by Caleb Gattegno in 1951.

CHAPTER XI

DIAGNOSTIC AND BACKGROUND INFORMATION

The training of tutors in this area may be initiated with a general discussion of diagnosing followed by some specific questions and answers.

The next procedure should be the complete identification and description of diagnostic instruments and methods used in a thorough diagnosis. Some diagnostic instruments are optional. Others are necessary.

Questions and Answers

By Nan Hiers and Helen King

1. WHAT IS DIAGNOSIS?

   Diagnosis is the act of recognizing disease from its signs and symptoms. (Webster's New Collegiate Dictionary).

2. WHAT IS EDUCATIONAL DIAGNOSIS?

   Educational diagnosis is the techniques by which one discovers and evaluates the strengths and weaknesses of an individual. (Emerald Dechant, Diagnosis and Remediation of Reading Disability, New York: Parker Publishing Company, 1969, p. 3.

   A SIMPLE HIERARCHY OF READING SKILLS

   (from the manual of the Stanford Diagnostic Reading Test, Level One)

Note: Difficulty of skills increases from bottom to top.

C. READING COMPREHENSION (the ultimate goal of reading instruction).

B. VOCABULARY (the understanding of the meaning of the words).

A. WORD RECOGNITION SKILLS (the ability to determine what words are being read).

5. Blending
4. Syllabication
3. Sound discrimination
2. Beginning and ending sounds
1. Auditory discrimination

Note: The reading process is a very complex set of skills and it increases in complexity as the reading level increases.

Note: The following statements are from the Teacher's Manual for the Stanford Diagnostic Reading Test, Level One

3. WHAT IS A READING COMPREHENSION TEST?

It is a test that establishes the general level of the pupil's ability to understand the message of the printed page.

4. WHAT IS AN AUDITORY VOCABULARY TEST?

It is a vocabulary test which is read by the teacher to the pupils. It tests the child's listening vocabulary. It does not test his speaking or reading vocabulary which would be lower than his listening vocabulary.

5. WHAT IS AN AUDITORY DISCRIMINATION TEST?

It tests the pupil's ability to hear similarities and differences among sounds within words. This is essentially a reading readiness skill, and difficulties in this skill are frequently found among poor readers.

6. WHAT IS A SYLLABICATION TEST?

It is a test of the pupil's ability to see the component syllables in words.

7. WHAT ARE A FEW OF THE MOST FREQUENTLY USED SYLLABICATION RULES?

a. When there are two consonants between two vowels, divide between the two consonants. Examples: but-ter, but-ler.

b. When there is one consonant between two vowels, divide after the first vowel if it is long. Examples: to-ma-to, stu-dent.

c. An affix usually becomes a syllable. Examples: re-turn, say-ing.

d. Digraphs and initial blends usually remain in the same syllable.

8. WHAT IS A BEGINNING AND ENDING SOUNDS TEST?

It tests the pupil's ability to visually recognize certain letter combinations and associate the letters with their appropriate sounds. It is one of the first skills taught.

9. WHAT IS A BLENDING TEST?

It tests the student's ability to blend the sounds of a word after the word has been divided into meaningful elements. It is one of the most complex of the word recognition skills.

10. WHAT IS A SOUND DISCRIMINATION TEST?

It tests the pupil's ability to determine the phonemes (sounds) within words, and his knowledge of the common and variant spellings of the phonemes (sounds).

11. WHAT IS THE DIFFERENCE BETWEEN THE BEGINNING AND ENDING SOUNDS TEST AND THE SOUNDS DISCRIMINATION TEST?

In the beginning and ending sounds test, the pupil produces letters from given sounds. In the sound discrimination test the pupil produces sounds from given letters, a more complex process.

12. WHAT IS A STANINE?

It is a value on a simple nine-point scale of standard scores along a scale ranging from 1 (low) to 9 (high).

Note: This is the end of information taken from the manual for SDRT, Level One.

13. WHAT IS AN INTEREST INVENTORY?

It is an assessment of the pupil's interests and attitudes. It is a "test of achievement because it measures the results of learning" as shown in the child's personality. (John Horrocks, Assessment of Behavior, Columbus: Charles E. Merrill, 1966, p. 664).

14. WHAT IS A SPECIFIC LANGUAGE DISABILITY?

Beth Slingerland defines a child with specific language disability as "a child of average to high intelligence whose difficulties in reading, spelling, handwriting and written (sometimes oral) expression interfere with academic achievement. This often causes complete failure." (Beth H. Slingerland, Screening Tests for Identifying Children with Specific Language Disability, Cambridge, Massachusetts, Educators Publishing Service, 1964.)

15. WHAT IS ESTIMATED READING POTENTIAL?

The gap between a student's present reading level is the estimated amount of improvement possible for that student. Simply stated, the student's listening level is his estimated reading potential.

There are other more precise ways of attaining an estimated reading potential usually used by reading clinicians and specialists.

16. HOW CAN A TUTOR EVALUATE READING PROGRESS?

a. The tutor can keep a brief day-by-day diary of observed behavior of the child while he is reading. A good checklist can be found on the pink sheet of your Informal Reading Inventory results.

b. The second form of the Stanford Diagnostic Reading Test can be given.

c. A series of standardized reading tests can be given at intervals.

d. Another form of the Informal Reading Inventory can be used. If enough time has passed, the same form of the Informal Inventory can be readministered.

RECOMMENDATIONS:

a. If your student does not concentrate on the reading task during a tutoring session, it may be advisable to tactfully change to an easier book for that day or for several days.

b. Poor readers have good and bad days. It is often helpful to use an easier book for bad days.

c. Using a 3 x 5 card as a marker, covering up the top lines and moving the card downward helps a child who is having a bad day to concentrate on the reading task.

Diagnostic Battery

I. Auditory Discrimination Test - Designed to determine the ability to discern difference between similar sounds or phonemes of a language. This is one of the skills essential to successful reading achievement. A child must be able to hear a sound correctly before he's expected to say it correctly.

A teacher may construct her own auditory discrimination test or propose one. (See Copy of the Wepman Auditory Discrimination Test in Appendix.) This test is administered by (1) Having the student turn his back to the examiner (2) Pronouncing both words in each row (3) Asking student to tell whether the words are the _same_ or _different_ (4) Writing _s_ in the appropriate box for _same_ and _d_ for _different_. (5) Checking the number of errors made.

II. _Bender-Gestalt_ - One of the many uses of the Bender-Gestalt Test is to make evaluations of perceptual-motor functioning and/or neurological dysfunction. The test consists of having a child copy nine geometric figures; his score depends on the accuracy with which he copies the figures. The Koppitz Scoring System provides criteria by which each drawing is evaluated. Each drawing is scored for errors; thus high total scores represent many errors. A maximum score of 30 is possible. The Koppitz Scoring System also provides age norms to which individual total scores can be compared.

This test _is not_ administered by the tutor or the reading specialist. The youngster is referred to the County Psychologist for further testing.

III. _Diagnostic Reading Test_ - A test designed to locate areas of individual weakness or strength and to determine the nature of the deficiencies.

The Stanford Diagnostic Reading Tests (utilized during the second year of the Tutorial Program) are designed for use by classroom teachers; they are group administered and easily scored. The suggestions for use of results are centered around classroom instruction. The tests can also be of great assistance to personnel working in clinical settings. The specialized training of such individuals will enable them to make more complex interpretations and deal with more serious difficulties than would be possible within the usual classroom situation.

This section of the Manual discusses both Stanford Diagnostic Reading Test (SDRT) and Stanford Diagnostic Arithmetic Test (SDAT), since these two tests were developed simultaneously, for the same basic purpose, and by (partially) common authors. However, the two tests are administratively independent.

Each of the Stanford diagnostic tests has been prepared in two levels (I and II) with two forms at each level (W and X). Level I is intended for use from the latter part of Grade 2 to the middle of Grade 4. Level II is intended for use from the latter part of Grade 4 to the middle of Grade 8. Level II is also of considerable value when used with poorly performing high school students. The subtests at each level of the Stanford diagnostic tests are as follows:

STANFORD DIAGNOSTIC READING TEST (SDRT)

Level I	Level II
Reading Comprehension	Reading Comprehension (Literal and Inferential)
Vocabulary	Vocabulary
Auditory Discrimination	

Level I	Level II
Syllabication	Syllabication
Beginning and Ending Sounds	Sound Discrimination
Blending	Blending
Sound Discrimination	Rate of Reading

IV. Health and Visual Problems - Included in the diagnostic battery should be some record of the student's medical history. A tutor must be taught to recognize health problems such as visual, hearing, allergies, speech and the general health status of students.

V. Individual Reading Inventory also referred to as Informal Reading Inventory - Grouping for reading instruction within the classroom is one of the primary tasks of the elementary classroom teacher; the need for proper placement of pupils in groups well-suited to their abilities cannot be over emphasized. Too often the classroom teacher relies on the results of standardized tests to determine the level for a pupil's reading instruction. Such tests prove inadequate for this particular purpose. They are designed for group measurement and give information about the child in terms of group achievement. On these tests the pupil's performance is rated in comparison to the performance of others. By contrast, an informal inventory appraises the child's level of competence on a particular set of materials without reference to what others do.

In an informal reading inventory the child reads materials at known levels of difficulty and responds to questions designed to measure his understanding of what he has read. The child reads materials at successively higher levels until he reaches the point at which he can no longer function adequately at the same time that information is obtained on the appropriate difficulty level of materials for independent reading, for instruction in reading, and for listening activities. With the use of an informal reading inventory, the teacher has an opportunity to determine levels and needs in the most logical way--by seeing how the pupils function in an actual reading situation.

Levels of Reading Ability

Some time ago, Betts identified several levels of reading competence for each reader and established criteria for satisfactory performance at each level. He describes each of the different reading levels as:

Independent Level - the highest level at which a pupil can read with full understanding and with freedom from mechanical difficulties.

Instructional Level - the highest reading level at which a pupil can read satisfactorily with the help of a teacher.

Frustration Level - the level at which a pupil is thwarted or baffled by the vocabulary, sentence structure and length, or by the concepts presented.

Listing Comprehension Level - the highest reading level at which the pupil can comprehend material read to him.

The generally accepted criteria for satisfactory performance at each level are:

Independent Level

1. Oral reading (at sight and/or following silent reading) characterized by proper rhythm, 99% accurate pronunciation conversational tone, and accurate interpretation of punctuation.

2. Freedom from tensions as evidenced by poor reading posture, fingerpointing, frowning, tension movements of the hands, feet, body, etc.

3. A comprehension score, based on both factual and inferential questions, of at least 90%.

Instructional Level

1. Oral reading following silent reading characterized by proper rhythm, conversational tone, accurate interpretation, and a reasonably wide eye-voice span.

2. Freedom from tensions.

3. A comprehension score, based on both factual and inferential questions, of at least 75% following both silent and oral reading.

4. Oral reading at sight characterized by 95% accuracy in pronunciation, rhythm, stress, and intonation.

Frustration Level

1. Oral reading characterized by a lack of rhythm and failure to interpret punctuation properly.

2. Exhibition of tensions.

3. A comprehension score following either oral or silent reading of less than 50%.

4. Inability to pronounce 10% of the running words.

Listening or Capacity Level

Since the listening or capacity level is determined by pupil response to material read to him, the criteria for determining the level is based on his oral responses following the reading of the material by the examiner.

1. Accurate pronunciation of words comprising the general and special vocabulary with responses to questions made in language equivalent to that of the material.

2. Precise use of words in describing the facts or experience.
3. Ability to supply from experience additional pertinent information on the material under consideration.

4. A comprehension score of 75%.

Careful administration of a complete informal reading inventory will determine the level at which the child is ready to function independently, the level at which he can profit from instruction, the level where he reaches complete frustration with the material, his level of listening comprehension, and considerable information about subskill strengths and weaknesses. The teacher needs to know the level of material the child can handle adequately when working on his own. Necessarily, much of the child's school work is done on an independent basis. However, to give instruction in materials which the child can handle virtually independently would be foolhardy. All instructional work must be provided at a level where the child meets sufficient challenge to learn and yet has adequate readiness for learning. Finally, for oral activities it is valuable to know the child's listening comprehension level. The level of complexity of material read to a child must be in agreement with that child's ability to understand.

Preparation for Administering the Inventories

The class should be informed of the purposes and procedures of these inventories. Each pupil needs to know that this inventory is being given to evaluate his accomplishments and needs in the reading area for his own information as well as that of the teacher. Each pupil needs to understand that this evaluation should take place without interruption from other members of the class.

Sufficient seatwork to occupy the class for the testing period must be provided and explained so that the testing may go on uninterrupted.

A set of books, one each of the primer through the sixth reader of the 1965 multi-ethnic edition of the Scott, Foresman basal reading series is required. It is helpful to have the selection in each book marked (a paper clip works well) to facilitate the location of the selection the child is to read from each book.

Plenty of loose copies of the record sheet (See Appendix C) of the oral reading inventories should be on hand. These are available in quantity from the principal or supervisor. It is expected that a single child might read two or three selections in the process of determining his instructional level noted on his cumulative record and possibly the selection below and/or above it.

An appropriate place for giving the inventories must be prepared. A table in the corner of the room is suitable. The teacher needs to sit near the pupil and also needs a place to write. It is advantageous to have the teacher facing the class for the sake of maintaining a desirable classroom atmosphere.

The teacher should become familiar with some techniques for recording pupil errors in oral reading. These suggestions are made:

Type of Error (to be counted)	Example
Omissions - Circle any word, part of a word or phrase omitted.	On ⓐ few plants
Insertions - Write any word or part of a word added.	have they would^stop
Substitutions - Cross out the printed word and write in the substituted word. Count each substitution as one error, even though several words may be substituted for one in the text.	natural ~~nature~~ walk
Transposition - Show transposition of words or parts of a word by curved lines.	saw or there are
Words Pronounced - Place a P above any word pronounced for the student.	P the boys went to examine

Difficulties to be noted but not counted when determining the accuracy of pronunciation, include:

Pauses - Show a hash mark/.	The men/were
Repetitions - Underline with a wavy line words that are repeated.	Later while they were
Disregard of punctuation - Circle any punctuation mark not observed.	in the barn⊙ There was

Observe and note on the oral reading inventory record sheet such symptoms of difficulty as word-by-word reading, fingerpointing, abnormal pitch, and unusual body, head, hand, or tongue movements.

Administering the IRI

After the class understands the procedures for the testing period and for the independent work to be done while the testing is carried on, the teacher calls one pupil to her testing table.

The oral reading inventory should be started with the selection one level below the instructional reading level which was recorded on the pupil's cumulative record. From the appropriate record sheet, the teacher asks the motivating question in order to develop readiness and rapport with the pupil. The discussion here should be no more than is required to put the pupil at ease and to give him some suggestion as to the type of reading material he will be asked to read. Then the pupil is given the appropriate book and the purpose for reading is established. (This purpose is given on the record sheet.) The pupil then reads orally at sight while the teacher records his performance on the record sheet.

After the selection is completed, the eight comprehension questions are asked. (These questions were so prepared that 1 and 2 are fact questions, 3 and 4 are inferential, 5 and 6 vocabulary, and 7 and 8 are summary questions. In this way, patterns of weaknesses can be readily observed.) A check mark (✓) for a correct answer and a (0) for an incorrect answer may be used. Any answer which deviates markedly from the suggested answer should be recorded on the record sheet. DK can be used when the child says "I don't know" and NA may be used when he makes no effort to answer.

An immediate appraisal of the pupil's performance should be made so that the teacher can determine in which direction the reading should continue. If satisfactory performance was made, the next more difficult selection is used and the process repeated. If unsatisfactory performance was made, move to a selection that will be easy enough to insure a successful performance on the part of the pupil. Continue this process until the pupil's instructional reading level has been found which is the highest level at which the pupil accurately pronounced 95% of the words and answered correctly 75% of the questions. In most cases, two or three selections will be all that is required. Then move on to the next pupil.

VI. Interest Inventories - The major purposes of an interest inventory are: (1) To collect information about the child's experiences so that provisions can be made to remedy the lack of experiences to the extent permitted by the school and tutorial program and (2) To utilize the interests of a child to personalize reading instruction and to make learning more meaningful. Any teacher may construct his own interest inventory based on the kind of information desired. There are also many interest inventories available from leading reading texts. (See samples that follow.)

VII. Oral Language Assessment "OLA"

The Oral Language Assessment Instrument was developed to assist the elementary classroom teacher in assessing the language functioning of migrant and/or deprived children. It is based on a modification of the Indiana Conference Scheme of Oral Language Analysis Level 1 developed at Indiana University under Dr. Ruth Strickland et al.

Analysis of oral language samples begins with identification of sound units according to the sound-system of English. These can be: (1) partial sentences which do not convey a complete thought, (2) complete syntactical patterns containing a complete thought and, (3) sound units containing more than one syntactical pattern representing complete thoughts. Each communication unit is then checked for identification of slots or sentence parts such as subject, verb and complement.

Once the teacher has evaluated or scansioned the sample, he/she has access to specific information regarding aspects of a child's oral language functioning which can be applied to the child's individualized language learning program.

General Information

The Oral Language Assessment (OLA) instrument may be used as a means of measuring growth in oral language but is mainly a diagnostic tool to be used by classroom teachers. It can be used at any level but may be found most useful at the primary level. The Oral Language Assessment instrument is not biased in that the child's own language structure and vocabulary serves as the basis for the analysis.

Can the instrument be used with groups or individuals?

The Oral Language Assessment instrument is designed to be used with individual children about whom the teacher needs more information. However, it may also be used for sampling children on a random basis from a population about which information is needed rather than testing the total population.

Must the teacher test each child?

The instrument is not meant to be used with each child in the classroom though it could be used that way. It is most effective when used with particular children about whom more information is needed or with a random sample.

How long does it take to administer the OLA instrument?

Various factors affect the amount of time necessary for administration. The extent of the child's response to the elicitation procedure will affect the time on all phases of the assessment. The teacher's facility with assessment procedures is another factor.

The initial administration will be more time consuming than succeeding administrations so plan on approximately an hour for the first completed sample. The teacher will gain expertness after the first few samples and less time will be involved in succeeding samples.

Can the OLA instrument be administered during school hours?

Single phases of the instrument could be done during school hours, i.e., elicitation and taping requires only about ten minutes per child. An aide, where available, could assist quite effectively with aspects of oral language assessment with proper training.

In what ways do the results of the Oral Language Assessment instrument benefit the classroom teacher?

Results assist the teacher in the following ways:

1. It indicates the kinds and number of syntactical patterns the child uses and those he does not use.

2. It indicates the movables or extensions of basic sentences telling how, where, when and why, which are indicators of growing language maturity in the child.

3. It shows the number of connectors which join parts of sentences or indicate subordination, which is another indicator of language maturity in the child.

4. It indicates the total number of words used in response to the pictures which can be an indicator of growing facility with language.

5. It gives the teacher necessary information to plan an individualized program geared to the language needs of each child.

Is the Oral Language Assessment instrument of benefit to the child?

Results of the assessment are of definite benefit to the child in that deficits are specified for remediation, which results in a more efficient and effective learning environment.

VIII. Peabody Picture Vocabulary Test - All migrant students are accepted in the Tutorial Program based on need rather than on an IQ test score. However, when a youngster has been in the program for a semester (with few absentees and where appropriate instruction has been administered) and no progress is made, he is given an IQ test to determine other possible causes for his inability to learn. There are many excellent tests of this nature on the market but we chose to use this one which is administered by the Tutorial-Teacher.

The administration of the Peabody Picture Vocabulary Test (PPVT) requires no special preparation other than complete familiarity with the test materials, including practice in giving the instrument prior to its use as a standardized measure. It is extremely important for the examiner to know the correct pronunciation of each of the words to be administered. Webster's New Collegiate Dictionary (G&C Merriam, 1953) has been used as the authority. If all the instructions are strictly observed, psychologists, teachers, speech therapists, physicians, counselors, and social workers should be able to give the scale accurately.

Directions for administering and scoring Forms A and B of the PPVT are identical. Of course, separate test records and tables of norms are provided.

Test Materials

The test kit includes: (1) a spiral-bound book containing 150 numbered plates preceded by three example plates, the one Series of Plates being used for both Forms A and B of the test; (2) this Manual; and (3) separate Individual Test Records for Forms A and B. The Individual Test Records list stimulus words and keys to correct responses.

Time Requirements

Only 10 to 15 minutes are usually required to give this untimed test. The scale is administered only over the critical range of items for a particular subject. The starting point, basal and ceiling vary from testee to testee.

IX. Sight Word Test

Tutorial students reading below the third grade level are administered the Dolch Basic Sight Word Test. The words that are unknown are taught on a systematic basis. If a student knows the basic Dolch Word List, he is taught the Forced Vocabulary List. (See Appendix) High school students who are working in the High Intensity Reading System are exposed to the Cohen Word List (See Appendix)

X. Specific Skill Test

There will be occasions when the tutor wishes to diagnose in a specific skill area. For example, if there were a need to diagnose in primary contraction, the tutor could make her own test, similar to the one below.

Primary Contractions

Directions: TO THE TEACHER: Write the following words on the board, chart, flash cards or ditto.

TO THE PUPIL: Write the two words from which the contraction is made (1-5), then write the contraction for the two words (6-10).

Pre-test	*Post-test
1. you're	1. you are
2. he's	2. he is
3. I'll	3. I will

4. can't
5. I'm
6. they will
7. can not
8. I am
9. it is
10. is not

4. could not
5. we have
6. isn't
7. it's
8. they'll
9. couldn't
10. we've

*To be administered after this skill has been taught.

XI. Spache Diagnostic Reading Scales

The Diagnostic Reading Scales are a series of integrated tests carefully developed over a period of eight years to provide standardized evaluations of oral and silent reading skills and of auditory comprehension. The tests are individually administered, and may be used to determine the proficiency of normal and retarded readers in junior and senior high school age groups.

The test battery comprises three Word Recognition Lists, twenty-two Reading passages of graduated difficulty, and six supplementary Phonics Tests. The testing materials consist of (1) a reusable spiral-bound booklet for the pupil; (2) an expendable record booklet for the examiner's use; and (3) this manual.

The examiner marks the pupil's responses and scores directly in the record booklet, which also contains comprehension questions and answer keys for the Reading passages and pronunciation keys for the Phonics Tests. The pupil's performance in progressive phases of the testing may be summarized on forms included in the record booklet: a Word Analysis Checklist, a Checklist of Reading Difficulties, and a Summary Record Blank. Following administration and scoring of the battery, the complete record booklet may be incorporated into the pupil's cumulative record.

The word lists which make up the first unit of the test battery are used to test the pupil's skills at word recognition and analysis, and to determine the level at which he should be introduced to the Reading passages. Each of the three lists is standardized and graduated in difficulty. List 1 consists of fifty words, Lists 2 and 3 of forty words each.

The twenty-two Reading passages simulate the type and range of reading material that might be found in normal classroom reading assignments at levels ranging from mid-first grade to eighth grade. They include narrative, expository, and descriptive selections drawn from such sources as the natural and physical sciences, social studies, and children's literature.

XII. Comprehensive Tests of Basic Skills, Reading

The Comprehensive Tests of Basic Skills, Expanded Edition is a series of batteries for Kindergarten through Grade 12. The batteries comprise seven overlapping levels, for which the designations and grade ranges follow:

Level A	Grades K.0 - 1.5
Level B	Grades K.5 - 1.9
Level C	Grades 1.5 - 2.9
Level 1	Grades 2.5 - 4.9
Level 2	Grades 4.5 - 6.9
Level 3	Grades 6.5 - 8.9
Level 4	Grades 8.5 - 12.9

CTBS, Expanded Edition represents a revision and expansion of *CTBS*, *Forms* *Q* and *R*, which were published in 1968 and 1969. *Forms* *Q* and *R* were retested on a selected tryout sample, and the best items from each were retained in *Form S (CTBS/S).* New items reflecting current trends in the curriculum were added. Two entirely new tests, Science and Social Studies, were added to the battery at Levels C through 4. The Graphic Materials test of the Study Skills area was eliminated,since its content is covered in the new Science and Social Studies tests. The Reference Skills portion of Study Skills was retained as a separate test. Three entirely new levels--A, B, and C--extend the series downward to include Kindergarten through Grade 2.9.

XIII. *Teaching English Early Levels I & II*

(California H-200 Lessons)

This program has been developed to give teachers of non-English speaking pupils teaching tools for oral language development not available elsewhere in this form. The materials are based on the premise that these children must have experiences on which to develop concepts, vocabulary, and speech patterns before they can succeed in the traditional reading-oriented classes designed for native English speakers.

The core of this instructional package is the series of lessons initially labeled Project H-200 and now known as Teaching English Early. These lessons were written under an Office of Education grant from June, 1965 to January, 1968 at the University of California at Los Angeles, and at The California State Department of Education. Writers Evelyn Bauer, Eddie Hanson, Jr., Donald Meyer, and Lois Michael, under the direction of Dr. Robert Wilson, planned the lessons which provide the ESL teacher with information concerning objectives, materials needed, procedures, and testing, as well as suggesting specific teaching points to emphasize and probable pupil errors to anticipate. These lessons, written for ESL specialists teaching small groups "pulled out" from their classrooms, required some adaptation for use by classroom teachers in self-contained classrooms. Neither the sequence nor the lesson numbers were changed, although the format was entirely revised. In addition, all of the illustrations and most of the objects called for in the lessons are provided in the kit.

In June of 1967 another grant from the Office of Education enabled the Region One Education Service Center in Edinburg, Texas to begin a curriculum revision project for first year non-English speaking pupils, for which California State Department of Education officials authorized the use of the H-200 Series. A team of experienced teachers wrote and tested in three classrooms instructional activities closely correlated with the California lessons. These Suggested Related Activities provide the teacher with a variety of ideas for supplementing the formal lessons. Some of the activities may not be appropriate for a specific group at a specific time. For that reason, we wish to remind teachers that these are only suggestions for the types of stimulating activities needed by young children.

In addition to the tests that have been described, the following ones are also recommended for use in Florida Programs:

Criterion Reading
High Intensity Reading
Stanford Reading Achievement
Metropolitan Reading
California Reading
Silvaroli Reading
Betty Caldwell
Boehm
Florida Individualized Math System
Short Form Test of Academic Aptitude
of California

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
REGION III

INTEREST INVENTORY AND BACKGROUND INFORMATION

Name ______________________________ School ________________________________

Grade __________ Date ____________ Tutor _________________________________

I would like for this class to help me ________________________________

____.

I'm interested in ____.

If I had to work now, I'd take a job as ______________________________.

The most important thing to me now is ________________________________.

I want to know more about ____

____.

Being in school would be more interesting if __________________________

____.

Check according to preference 1, 2, 3 and 4, what you prefer to work with:

Tapes
Filmstrips
Labs, Kits

Records
Games
Plays

Devised By: Beth Arnow
Language Arts
Broward County, Florida

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
REGION III

SENTENCE COMPLETION

Name ______________________ School ______________________

Grade _______ Date ______________ Tutor ______________________

1. Today I feel ______________________
2. When I have to read, I ______________________
3. To be grown up ______________________
4. I wish my parents knew ______________________
5. School is ______________________
6. I feel bad when ______________________
7. I wish teachers ______________________
8. I wish my mother ______________________
9. To me, books ______________________
10. I'd rather read than ______________________
11. To me, homework ______________________
12. I hope I'll never ______________________
13. I wish people wouldn't ______________________
14. When I finish high school ______________________
15. I'm afraid ______________________
16. When I take my report card home ______________________
17. I am at my best when ______________________
18. Most brothers and sisters ______________________

19. I wish ______________________________

20. When I read aloud ______________________________

21. I'd read more if ______________________________

22. I look forward to ______________________________

23. I often worry about ______________________________

24. I wish I could ______________________________

25. I would like to be ______________________________

26. I like to read when ______________________________

27. I wish my father ______________________________

Taken from:

LEARNING ACTIVITIES FOR READING
By Selma Herr

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
REGION III

INTEREST INVENTORY

Name ______________________ School ______________________

Grade __________ Date __________ Tutor ______________________

1. Check four of the items you like to do the most in school:
   - a. Act in plays
   - b. Build things
   - c. Draw and paint
   - d. Go to assemblies
   - e. Study arithmetic
   - f. Write lessons
   - g. Listen to music
   - h. Talk about things

2. Check four things you like to do on Saturdays:
   - a. Play outdoors
   - b. Watch television
   - c. Work on a stamp album
   - d. Read a book
   - e. Help mother
   - f. Help father
   - g. Go to dancing lessons
   - h. ______________________

3. Check the game you like most:
   - a. Marbles
   - b. Cops and robbers
   - c. Space men
   - d. Dolls
   - e. Puzzles
   - f. ______________________

4. Check according to preference, 1, 2, 3, and 4, what you want to be when you grow up:
   - a. Doctor
   - b. Teacher
   - c. Nurse
   - d. Policeman
   - e. Rancher
   - f. Scientist
   - g. Space traveler
   - h. ______________________

5. Check the country you would like to see:
   - a. England
   - b. Mexico
   - c. Switzerland
   - d. Canada
   - e. France
   - f. Japan
   - g. ______________________

6. Check the one you would like to collect:
   - a. Foreign money
   - b. Stamps
   - c. Rocks
   - d. Butterflies
   - e. Dolls
   - f. ______________________

7. Check four foods you like especially well:
   - a. Vegetables
   - b. Candy
   - c. Fruit
   - d. Cake
   - e. Ice cream
   - f. Puddings
   - g. Pie
   - h. ________________________________

8. Check the ones you like to read about:
   - a. Adventure
   - b. Science
   - c. Fairy tales
   - d. Travel
   - e. Sports
   - f. Animals
   - g. People
   - h. ________________________________

9. Check four of the items that tell about yourself:
   - a. Read many story books
   - b. Tired most of the time
   - c. Like to obey the rules
   - d. Have many friends
   - e. Like to stay at home
   - f. Eat almost everything
   - g. Am smarter than most of the other children
   - h. Try to help other people

Taken from:

LEARNING ACTIVITIES FOR READING
By Selma Herr

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
REGION III

INTEREST INVENTORY AND BACKGROUND INFORMATION

Name ______________________ School ______________________

Grade __________ Date ______________ Tutor ______________________

1. What do you do in your spare time? ______________________

____

After school? ______________________________

____

In the evenings? ____________________________

____

On Saturdays? ______________________________

____

On Sundays? ________________________________

____

With whom do you like to play? ______________________

2. How many brothers and sisters? ____________ Ages? ____________

Do you play with them? ____________

3. Father's occupation? ______________________

Where? ______________________

Mother's occupation? ______________________

What? ______________________ Who takes care of you when you come home from school? ______________________

Who gets your breakfast? ______________________

What? ______________________

Do you have any regular duties after school? ______________________

4. To which clubs do you belong? ______________________________

____

What do you do at the club? ______________________________

____

How long have you been a member? ______________________________

Are you an officer? ____________

5. Do you go to Sunday School or church? ______________________________

6. Do you take any special lessons? ____________ How long? ________.

What are your hobbies? ______________________________

7. What tools or playthings do you have? ______________________________

____

Which do you like best? ______________________________

Do you let other children use your toys? ________ Why not? ____________

____

Is there a toy that you want badly? ______________________________

8. Do your parents give you money?________ How much? ____________

Have you ever earned any money? ________ How? ____________

What do you do with your money? ______________________________

____

9. Do you go to the movies? ____________ How often? ____________

Who takes you? ____________ Which are the two best movies you ever saw? ______________________________

What kind of movies do you like best? Comedy, Sad, Western, News, Love, Serial, Mystery, Gangster, any other? ______________________________

Who is your favorite actor? ______________________________

Actress? ______________________________

10. Do you have a television set? ______

What are your favorite programs? ______

______

11. Have you ever been to a farm, circus, zoo, art museum, park, concert, picnic, ball game, another city? ______

Have you ever taken a trip by boat, train, bus, auto, airplane? ______

Where did you go? ______

Where did you go last summer? ______

12. Do you have a pet? ______ What? ______

13. Do you like school? ______ What subjects do you like best? ______

______

Which do you dislike? ______

Have you attended another school? ______ Where? ______

14. Do you like to read? ______ Do your parents read to you at home? ______

Do you get books from the school library? ______ How many books do you own? ______ What kind of reading do you like best - History, Travel, Plays, Adventure Stories, Science, Poetry, Detective Stories, Fairy Tales, Mystery Stories, Music, Art? ______

Do you get magazines or newspaper at your house? ______

15. What would you like to be when you grow up? ______

Why? ______

______

What would your parents like for you to be when you grow up? ______

______

Taken from:

TEACHER'S GUIDE FOR REMEDIAL READING
By Kottmeyer

ALL ABOUT ME

1. I am a ______________________________
2. I am happy when ______________________________

   ____
3. I like ______________________________
4. I do not like ______________________________
5. If I could have only one wish, I would wish for ____________

   ____
6. Children need ______________________________

   ____
7. I would like to know more about ____________________

   ____
8. I like books about ______________________________

   ____
9. Sometimes I worry about ______________________________

   ____
10. My biggest problem is ______________________________

    ____

CHAPTER XII

CURRICULUM MATERIALS AND AUDIO-VISUAL EQUIPMENT

Curriculum materials and audio-visual equipment are used in conjunction with the Criterion Assessment System or the High Intensity Reading System. Before any attempt is made to use any type of curriculum material or audio-visual equipment, the following guidelines should be considered:

1. Were the materials chosen based on the appropriate procedure for teaching a specific skill?
2. Are the materials geared to the appropriate instructional level of the student(s)?
3. Are you as teacher or tutor fully aware of the objectives of the materials?
4. Do you understand what skills are to be developed as a result of the materials?
5. Are the students aware of the skills that are to be developed as a result of the materials?
6. Are you as teacher or tutor aware of the components of each program selected?

7. Have you read all of the instructions provided in the Teacher's Manual?

8. Are you capable of operating all equipment before presenting materials to pupils?

9. Have students been taught to operate all equipment with which they are expected to work?

10. If a particular kind of material is inadequate for a specific skill, are you flexible enough to try another type of material?

11. Are your materials and/or equipment organized in such a manner so as to avoid clutter and confusion?

12. If students are to work with materials alone, are the materials geared to the independent level of the student?

A. Criterion Assessment System - Criterion Reading is an assessment system for diagnosing reading weaknesses as well as capabilities, and a learning management system designed to help the individual pupil acquire reading and communication skills competence.

It consists of approximately 450 identified skills necessary for reading and language competence, performance objectives for each of these skills, and diagnostic assessments designed to determine the individual pupil's mastery in each skill, as well as to pin-point any weakness. The skills have been identified and ordered according to the psychological principles of learning.

Criterion reading differs from other systems because it is

- * performance-based
- * criterion-referenced
- * individualized

At every phase in the system, the teacher knows each pupil's abilities as well as the entire group's.

CAUTION

The system does not do the teaching. It helps identify critical skills and defines specific areas in which you concentrate your teaching. It helps you discriminate between the merely adequate and the most effective curriculum materials at your disposal. Finally, the system enables you to organize lessons to ensure maximum effectiveness and efficiency because an overall picture of skill development is presented and maintained throughout the school year.

B. Criterion Study-Guide Techniques - To initiate the training of tutors in the use of Criterion, it is suggested that the following procedures be taken:

1. The instructor should give a general overview of the program; what it does and what it does not do.

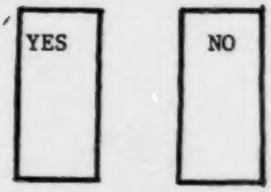
a. Record each term on a sentence strip. Write the meaning of the term on the back of the strip. Give each tutor a strip and ask her/him to read it for the group.

b. Write the terms on the chalkboard without their meanings. Ask tutors to volunteer to give examples of each term and/or explain the term.

c. Ask tutors to write as many terms as he can remember in ten (10) minutes.

d. Write the name of each term on a flash card. Write each meaning on another flash card. Pass all cards out to the tutors. Ask the two tutors with matching cards (term and meaning) to find each other.

e. Give the tutors a final yes or no quiz.
(Example) - Structural analysis is the sound system of the language. Tutors may write their answers on paper or they may be given a card (3" x 10") with yes written on one side and no on the other side. As the statements are read, the tutor responds by holding up the correct side to the instructor.



Response Cards

2. Provide each tutor with a complete set of the materials:
    a. Wall chart
    b. Teacher's guide
    c. Directions for administering the Diagnostic Outcome Assessment and answer key (at each level).
    d. Directions for administering the Process Skill Assessment and Learning Evaluation and the answer key (at each level).
    e. Pupil's copy - Diagnostic Outcome Assessment (at each level).
    f. Pupil's copy - Process Skills Assessments and Learning Evaluations (at each level).
    g. Pupil Profile Sheet
    h. Group Record Sheet

3. Ask tutors to examine the complete set of materials (22 pieces) noting the sequence of skills introduced at each level.

4. Give tutors adequate time to examine the Teacher's Guide.

5. Introduce the glossary of terms that will be used throughout the program (see pages 71-73 of Teacher's Guide).

6. The tutors should now be oriented to the Criterion System enough to give them a study guide. This study guide allows them to work through the Teacher's Manual. Adequate space is left under each question so that each tutor may write the correct answers. After which the answers are discussed and reviewed. After this procedure, the instructor should give an evaluation to see if the Criterion System is understood. If the Criterion System is not fully understood, more time should be allotted for reteaching by the instructor.

CRITERION STUDY GUIDE

I. DESCRIPTION OF MATERIALS

A. List the various materials that come with Criterion Reading.

B. How does Level 1 differ in terms of materials?

C. What is the difference between the Group Record Book and The Pupil Profile Book?

II. THEORY BEHIND THE SYSTEM

A. What is Criterion Reading?

B. What is a Hierarchy of skills?

C. How many performance levels?

D. How many areas of competence?

E. How does a performance objective differ from a skill?

F. What does the term Criterion Referenced mean?

III. DESCRIPTION OF THE SYSTEM

A. List the Criterion levels with their accompanying grade levels and skill areas.

B. Name and briefly describe the eight areas of competence.

C. What is the difference between a process skill and a diagnostic outcome skill?

D. Explain the numbering system.

   a. 2 digit prefix
   b. diagnostic outcome designation
   c. process skill designation

E. What skills are assessed in level 1 only?

F. What materials will you need to begin assessing?

G. How are the assessments scored?

H. How does the Group Record Book work and how is it useful?

I. What percent mastery does Criterion Reading require to make a P?

IV. PUTTING THE SYSTEM TO WORK

A. What is the first step in putting the system in operation?

B. What materials should be kept in the pupil's folder?

C. What is meant by "correlating materials"?

D. How long per day should be devoted to assessment?

E. What do you do when you realize a student cannot perform at the level to which he is assigned? When do you do this?

F. In what 2 places do you record the student's scores?

G. Where do you begin teaching?

H. What do you do when there are no process skills?

I. When do you administer the learning evaluation?

J. What 6 strategies are suggested for an ideal learning situation?

C. ANNOTATION OF CURRICULUM MATERIALS

By Antoinette Pauline

BASAL READERS AND/OR TEXTBOOKS

PUBLISHERS	TITLE	GRADE LEVEL
Follett	THE CITY SCHOOL READING PROGRAM This is a sequentially developed basal reading program for prereading level through third grade The program includes one readiness book, five preprimers, two primers, five readers, and supplement materials that reinforce and extend learnings.	
	THE WORLD OF LANGUAGE An oral-language-based program which features a spiraling learning approach in five general areas: Communication, Language Skills, Literature, Cognitive Development and Human Relations. Books 1-6	1-6

READING 360

Level 1 - Learning About Sounds and Letters

Level 2 - My Sound and Word Book

Level 3 - A Duck is a Duck

Level 4 - Helicopters and Gingerbread

Level 5 - May I Come In?

Level 6 - Seven is Magic

Level 7 - The Dog Next Door and other stories

Level 8 - How It Is Nowadays

Level 9 - With Skies and Wings

Level 10 - All Sorts of Things

Level 11 - The Sun That Warms

Level 12 - On the Edge

Level 13 - To Turn a Stone

Reading 360 stands out as a balanced, scholarly, and above all, workable solution to the problem of teaching young children to read in larger context of verbal communication. It is designed to involve the child actively, to stimulate him on all levels, to make him react,think, respond, and reach beyond his immediate experiences in forming new patterns of thought.

Holt
Rinehart &
Winston

INSTANT READERS

- Level I
- Level II
- Level III

A delightful series of books in sets of tens by Bill Martin nuturing the developing reader.

THE OWL PROGRAM

Kin/Der Owl	Preschool - 1
Little Owl	K-2
Young Owl	2-4
Wise Owl	4-6

These books provide individualized reading materials designed to supplement and extend children's learning activities.

HOLT IMPACT

- At Your Own Risk
- Cities
- Larger Than Life
- Unknown Worlds
- Conflict
- Sight Lines
- Search for America

A language arts program intended for the student whose progress in school is impeded by his environment not necessarily by his lack of intelligence.

SOUNDS OF LANGUAGE READERS

Sounds of a Distant Drum
Sounds of a Young Hunter
Sounds of Poetry
Sounds of Home
Sounds of Numbers
Sounds of Laughter

Sample teachers editions. This program offers dimensions not ordinarily provided in reading series.

HOLT SOCIAL STUDIES

William, Andy and Ramon	1
Five Friends at School	2
Living as Neighbors	3
Our Growing City	4

Holt

Each series includes textbook, teachers guide, picture study pad, and A-V kits (filmstrips and records). This series is a documentary study of real people, their problems and the way they live and work together in an urban environment.

Lippincott

READING GOALS

Red Book (Pre-primer level - Basic Reading)

Blue Book (Primer level - Basic Reading)

Orange Book (Grade 1 level - Basic Reading)

Texts and Teachers Edition

The reading selections in Reading Goals are of high quality and the stories deal with themes of patriotism, character building, and human understanding.

BASIC READING 1-8

A fully developed linguistic reading program for graders 1-8, designed to produce early reading independence.

BASIC GOALS IN SPELLING 2-8

Most commonly used at each grade level and has as its primary purpose the development of spelling power.

Lyons and
Carnaham

THE DEVELOPMENTAL READING SERIES 1-8

Includes: Regular, Teacher's and Classmate

Editions: also Fun to do books

CURRICULUM MOTIVATION SERIES	1-6
The Blue Dog and other stories	1
The Flying Squirrels and other stories	2
The Almost Ghost and other stories	3
The Barking Cat and other stories	4
Better Than Gold and other stories	5
Three Green Men and other stories	6

Highly readable interesting books for those pupils who have the ability but need to be motivated to read in the major content areas.

McGraw-Hill PROGRAMMED READING
Books 1-23

This is a basal reading program for primary grades and an excellent corrective program for middle and upper grade pupil as well as an individualized approach to reading. A programmed format which provides a "build-in-tutor" allowing each child to work independently at his own level. Includes:

- Reading Readiness Kits
- Prereading program:
  - Alphabet Strips
  - Sound-Symbol Card
  - Teacher Alphabet Card
  - Teacher's Guides
  - The Pre-Reader

Series I Books 1-7

Student response booklets and Teacher's guide

test booklets

Series II Book 8-14

Students response booklets and Teacher's guide

Series III Books 15-21

Student response booklets, Teacher's guide, test booklets. Also includes 35 delightful Sullivan Storybooks for independent reading.

READING FOR CONCEPTS - Books A-H 3-12

Eight book series offers light, contemporary non-fiction progressive reading levels from 1.6 to 6.8, for remedial, corrective and developmental classes.

THE SKYLINE SERIES 1- 4

A reading series that mirrors the special world of the cultural under-priviledged urban child.

Primer, Out Jumped Abraham (1.4)

Book A, Watch Out for C (1.9)

Book B, The Hidden Lookout (2.6)

Book C, Who Cares! (3.3)

McGraw-Hill

STEP UP YOUR READING POWER
Books A-E 7-12

These graded practice readers have fascinating materials to capture the interest of young adults. Basic comprehension skills are reinforced by self-directing exercises following each selection.

NEW PRACTICE READERS 6-9

Book A - Grade 2 Reading Level
Book B - Grade 3 Reading Level
Book C - Grade 4 Reading Level
Book D - Grade 5 Reading Level
Book E - Grade 6 Reading Level
Book F - Grade 7 Reading Level
Book G - Grade 8 Reading Level

Students read high interest stories and answer questions on seven comprehension skills: Direct details, implied details, meaning, opinion, correct antecedents, true statements and similar meanings.

ENGLISH FOR TODAY 2-8

Book I At Home and At School
Book II The World We Live In
Book III The Way We Live
Book IV Our Changing World
Book V Life in English Speaking Countries
Book VI Literature In English

This series can be adapted easily to any teaching situation regardless of language, cultural, or local situation. For use with either an audio-lingual or grammar-reading-writing approach.

WHAT JOB FOR ME? Secondary

Helps the reader learn the importance of building self-confidence, of establishing good work habits and inter-personal relationships, of developing healthy attitudes, and setting and striving for realistic and worthwhile goals.

McGraw-Hill Charley the TV Repairman
Pete the Service Station Attendant
Nick the Waiter
Joe the Retail Salesman
Frank the Vending Machine Repairman
Ginny the Office Assistant
Cool it, Man
Tom the Merchant Seaman
Sandy the Lineman
Ned the Taxi Driver

Macmillan THE BANKSTREET READERS Primary Grades

Readers retains the multi-ethnic theme. Children who have difficulty in identifying with and responding to the middle-class environments and rural situations of many typical reading series have reacted with skills practice books, Unit Readers and Teacher's Guides.

DECODING FOR READING 4 and above

Readalong Book I
Readalong Book II
Teacher's Guide
Records LP to accompany books

An effective and concise audio-instructional program for students who have failed to develop basic reading skills in the primary grades.

THE MACMILLAN READING SPECTRUM

The Spectrum of skills consists of 18 booklets providing sequential instructions in three vital skills areas: word analysis, vocabulary development, reading comprehension. Teacher's Guide is included and pupil record books.

THE READTIME BOOKS

Pre-primer Level - 1 Readingtime Book
Primer Level - 4 Readingtime Books
1st Reader Level - 4 Readingtime Books
2-1 Level - 4 Readingtime Books
2-2 Level - 4 Readingtime Books
3-1 Level - 4 Readingtime Books
3-2 Level - 4 Readingtime Books

Twenty-five easy reading children's books. Gives primary children a headstart toward a life long love of books.

THE DEVELOPMENTAL READING TEXT
Workbook Series

Readiness Primer	Primer 1-6

This series may be used as a skill-building program to reinforce the basal reading program or for independent or individualized instruction in reading.

Macmillan	MERRILL LINGUISTIC READERS Primary grades My Alphabet Book includes six readers. Skills book and Teacher's editions. Two major areas are accomplished with the use of this program: (1) the development of the child's ability to respond rapidly and accurately to the written representation of language signals already firmly established in his auditory experience, and (2) the development of the child's ability to understand cumulative meanings of printed language signals and to supply intonations, stresses and pauses essential to comprehension modern curriculum.
Noble and Noble	THE CHANDLER READING PROGRAM A primary basal reading series. Program is multi-ethnic. The story children represents all children as they really are.
Random House - Singer	ENJOYING ENGLISH 2-8 Students will develop their communication skills through active exploration of the nature, structure, and flexibility of their language. Text-workbooks, practices (workbooks) and Teacher's editions are included.

Scott Foreman	OPEN HIGHWAYS READING SERIES Includes: Pupils texts, Teacher's manuals and Think and Do Workbooks, starter concept cards and Read and Write books. The texts are structured to be the hub of a diagnostic and developmental program created to improve the reading ability of children who need special help.	1-6
Steck	THE MIKE AND CINDY PROGRAM This program is designed to help elementary students develop oral language skills. A sound approach to better speech. Workbooks and Teacher's edition included.	2-4
SRA	THE SRA BASIC READING SERIES Consists of: one alphabet book; six readers, levels A-F; six corresponding workbooks, one Teacher's handbook accompanied by six supplementary Teaching plans; one adminstrators Guide; and a series of tests.	1-6

SRA THE SRA COMPREHENSIVE READING SERIES 1-6

Consists of six readers, Levels G-L; six corresponding workbooks; six teacher's handbooks; a program guide and a series of tests.

The Basic Reading Series, concentrates on decoding.

The Comprehensive reading program is designed to help expand the child's existing vocabulary and concepts and to develop his ability to understand, interpret, analyze, and evaluate content and style.

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KITS

PUBLISHERS	TITLE	GRADE LEVEL
Addison-Wesley	READING DEVELOPMENT KIT	
	Kit A	1-3
	Kit B	4-6
	These kits teach critical and comprehension skills through high interest selection.	
Bell & Howell	PROGRAM BUILDER KIT	
	Pre-recorded and pre-printed Language Master cards, for use in many subjects and various learning levels.	
D.C. Heath	URBAN READING PROGRAM:	
	A Matter of Nerve	Teenage
	URBAN READING PROGRAM:	
	Making a Difference	Teenage
	These programs aid the reluctant teenage reader by dealing directly and honestly with matters relevant to their lives.	
D. C. Heath	A LISTENING-READING PROGRAM	
	Peanut Butter Boy and Other Stories	1
	Joe Magic and Other Stories	2

D.C. Heath	Charger the Talking Horse and Other Stories	3
	The Telltale Jacket and Other Stories	4
	Red Midnight and Other Stories	5
	Falcon of Lightning and Other Stories	6
	A supplementary series which helps in the development of critical communication skills	
Dexter & Westbrook	PICTO-CABULARY SERIES Food Clothing Shelter	
	Vocabulary development in three content areas.	
Harcourt	PHONICS PRACTICE PROGRAM This program provides opportunities for individual progress with self directing, self correcting phonics materials.	Low Primary & Intermediate
Educational Development Laboratories (EDL)	STUDY SKILL LIBRARY-SOCIAL STUDIES STUDY SKILL LIBRARY-REFERENCE STUDY SKILL LIBRARY-SCIENCE Study Skill libraries	

Educational Progress Laboratories	AUDIO READING PROGRESS LABORATORY A developmental audio-reading program in phonetic and structural analysis, vocabulary growth, comprehension, and study skills.	1-6
Field Enterprises	SCHOOL, FAMILY, NEIGHBORHOOD Multimedia Readiness Program A unique concept of exposing the very young to the concepts inherent in sociocultural processes.	Early Childhood & Primary
	CYCLO-TEACHER A unique learning aid to individualize instruction in classrooms.	Intermediate
	THE CHECKERED FLAG AUDIO-VISUAL KIT Introduction to the Checkered Flag reading series (filmstrips, records, and tapes)	Jr. High
Grolier	READING ATTAINMENT SYSTEM 1 and 2 A remedial reading system developed specifically for the student with under-developed reading skills. Containing subject matter that holds the interest of older students.	(reading level) 3-4

Harper-Row	CREATIVE READING PROGRAM I	1- 3
	CREATIVE READING PROGRAM II	4- 8
	CREATIVE READING PROGRAM III	9-10
	CREATIVE READING PROGRAM IV	11-12
	A multi-media program designed to stimulate interest in reading. Provides opportunities for listening, speaking, and dramatizing.	
Holt, Rinehart & Winston	SOUNDS AND PATTERNS OF LANGUAGE	Primary
	A life related language program for young children with sequential experience in expressing their own thoughts and feelings. Designed for linguistically disadvantaged children.	
	CHILDREN'S WORLD	Primary-1
	A developmental program of multisensory materials designed to develop manipulative skills, oral skills, and individual creativity.	
	SKILLS BOX I	7-8
	Individualized remedial instructions in language skills.	
Learning Research	THE LITERATURE SAMPLERS JUNIOR EDITION	2-9
	An individualized reading program that emphasizes the development of basic comprehension and word attack skills.	

Lyons & Carnahan	SPELLING LEARNING GAMES:	
	Kit A	1
	Kit B	2
	Kit C	3
	Kit D	4
	Kit E	5-6
	Separate linguistically based games that reinforce spelling patterns and principles.	
	PHONICS WE USE-LEARNING GAMES KIT	1-3
	Basic Games and phonic concepts that are reinforced to promote word recognition.	
Macmillan	EARLY CHILDHOOD DISCOVERY MATERIALS	Pre-K-3
	A significant program of language and concept development.	
McCormick-Mathers	MATHEMATICS LABORATORY 1 & 2	3-6
	Designed to provide the individual student with practice in mathematical skills according to his own needs.	
McGraw-Hill-Webster	CLASSROOM READING CLINIC	4-9
	A comprehensive kit to help the classroom teacher correct reading difficulties	

McGraw-Hill-Webster	WORD WHEELS Gives individualized practice in areas of phonetic or structural analysis skills.	3-8
Merrill	BUILDING READING POWER A programmed course for improving reading techniques.	5-up
	CLASSROOM PRACTICE KIT For use with Merrill Linguistic Readers	K-6
Noble & Noble	TRY EXPERIENCES FOR YOUNG CHILDREN An imaginative new program of learning experiences for developing the child's potential. It develops visual-motor skills, oral language, individualized activities and organized sequences of experiences.	K-3
PLAN, Inc.	PREP This kit is a comprehensive poly-sensory program for early childhood education.	Pre-Primer
	VOTECH This kit provides a wide range of vocabulary building materials to meet the specific need of vo-tech students.	Jr. High

Prentice-Hall	ONE TO ONE A practical individualized reading program.	All levels
Random House	SKILL STARTERS Designed to help pupils develop vital reading readiness skills.	Primary
	SIGHTS AND SOUNDS A supplementary listening-reading program to reinforce any basic reading program.	All levels
	RANDOM HOUSE READING PROGRAM A developmental, individualized reading program.	Intermediate
	SKILL PACERS Gives each child the individual instruction and practice he needs in building reading skills.	2-8
	READ ON Individualized pupil performance in 60 key reading skills. May be used along with CRA.	1-4
	WORDPACERS Individualized instruction and practice in vocabulary skills such as context clues, synonyms, roots, suffixes and idiom.	4-7

Random House	MISSION: READ	Upper primary- Intermediate
	Consists of four kits: Launch, Challenge, Search, Reach.	
	Designed to help students acquire or reinforce basic reading skills.	
	VISUALIZING ELEMENTARY MATHEMATICS KITS	
	Kit A	K-2
	Kit B	K-8
	Enriches and expands basic arithmetic and modern mathematics programs.	
SRA	LISTENING SKILL PROGRAM IA	1
	LISTENING SKILL PROGRAM IB	2
	LISTENING SKILL PROGRAM IC	3
	LISTENING SKILL PROGRAM IIA	4
	LISTENING SKILL PROGRAM IIB	5
	LISTENING SKILL PROGRAM IIC	6
	A series of recordings designed to develop and strengthen children's listening ability, following directions, developing awareness of word order, auditory discrimination, instant recall, remembering sequence, listening for main ideas and details.	

SRA WE ARE BLACK 4-8
(reading level 2-6)

Reading selections from books and peer articles about blacks, for all students. Designed to improve reading skills and to portray persons and events often neglected in traditional text.

DIMENSION SERIES:

An American Album 4-8
(reading level 3-8)

Reading selections present an anecdotal history of America from Columbus's discovery to President Kennedy's assassination.

DISTAR TM INSTRUCTIONAL SYSTEM
I and II Preschool - 2

Distar I - sound-symbol identification, left to right sequences, and oral blending of sounds to make a word.

Distar II - stresses comprehension and advanced reading skills, sight vocabulary, word attack skills, and the students learn to follow written instructions.

READING LABORATORY KITS: Ia, Ib, Ic 1-3

An individualized reading system based on the principal that learning is most effective if the student starts at his own level. Both immediate and long-range feedback are provided.

SRA

READING LABORATORY KITS: IIa, IIb, IIIa 4-6
(reading level 2-9)

Provides for the many ability levels. Allows each student to begin at his own level, where he is assured success, and to progress as fast as his learning rate permits.

SYNCHROTEACH PROGRAMS

For reading Laboratory Kits IIa, IIb, IIc. Recorded teacher's aid on cassette or reel to reel taped, sequential instructions on the use of SRA Laboratory.

RFU Junior (Reading for Understanding) 3-8

Designed to help students develop reading comprehension, analyze ideas, and draw logical conclusions. Covers areas such as education, politics, history, art and philosophy.

COUNTRIES AND CULTURES 5-9
(Reading level 4.5-9.5)

A supplementary reading kit designed to widen horizons. As they read, they learn facts and gain insights about life styles, traditions, and attitudes in foreign countries.

Scholastic	SCHOLASTIC INDIVIDUALIZED READING PROGRAM	
	Reaching Out (level span from 1-4)	1
	Reaching Up (level span from no-text to 4th grade)	2
	Reaching Higher (level span from 2-5)	3
	Reaching Forward (level span from 2 to Junior High)	4
	Reaching Ahead (level span from 2 to Junior High)	5
	Reaching Beyond (level span from 2 to Junior High)	6
	Individualized reading program. 100 Paper backs. Books in two bookcases; each collection balanced for readability level, concept load, variety of topics and boy-girl interest.	
Scott Foresman	THE FIRST TALKING ALPHABET Part I - Consonants Part II - Vowels	
	These two sets of audio-visual teaching tools provide practice in hearing language sounds and associating those sounds with letters.	
	LINGUISTIC BLOCK SERIES Set 1L (letters) Set 1W (words)	1

Scott Foresman	A modern program in language learning. The materials give beginners insights into the structure of their language, while helping them master phoneme-grapheme relationships and word and sentence patterns common in beginning reading.
Webster-McGraw-Hill	See McGraw-Hill-Webster

WORKBOOKS AND/OR STUDENT BOOKS

PUBLISHERS	TITLE	GRADE LEVEL
Allied Educational Council	MOTT BASIC LANGUAGE SKILLS PROGRAM A diagnostic approach to remedial reading.	1-8
Appleton-Century Crofts	Phonics With Write and See Two soft-cover Write and See workbooks which provides supplementary self-correcting phonics exercises for students using a code emphasis reading series. Books A and B.	1-3
Barnell Loft	SPECIFIC SKILL SERIES BOOKLETS	
	Getting the Main Idea (Booklets A,B,C,D,E and F)	1-6
	Using the Context (Booklets A,B,C,D,E and F)	1-6
	Working With Sounds (Booklets A,B,C,D,E and F)	1-6
	Following Directions (Booklets A,B,C,D,E and F)	1-6
	Locating the Answer (Booklets A,B,C,D,E and F)	1-6
	Getting the Facts (Booklets A,B,C,D,E and F)	1-6
	Drawing Conclusions (Booklets A,B,C,D,E and F)	1-6
	A non-consumable reading program designed to develop seven crucial reading skills on the most basic reading levels.	

D.C. Heath	MIAMI LINGUISTIC READERS (English As a Second Language) A beginning reading series for children who speak non-standard dialect of English, or who are learning the English as a second language.	1 and 2
Educators Publishing Service	WORDLY WISE (Books 1,2,3 and 4) A series of vocabulary builders which provides the student with a sound and through mastery of vocabulary. (crossword puzzles, riddles and word games)	4-12
Encyclopedia Britannica	ADVENTURES IN DISCOVERY Stimulating read-aloud materials that provide children with a common basis for learning.	Preschool
	Language Experiences In Reading Language Experiences In Early Childhood K-3 A vital resource for teachers that stresses an experience approach to language development.	
Field Enterprise	CORNERSTONE READERS	
	Alphabet Soup	1
	Baker's Dozen	2.1
	Crackerjacks	2.2
	Drumbeats	3
	Elbowroom	4

Field
Enterprise

These five books are designed for students in grades one through six for developing reading abilities. Also to build reading competency through an ordered and continuous spiral development of basic skills: word attack, vocabulary, comprehensive and study skills.

KALEIDOSCOPE READER

One Thing at Once	Mid-second
Two Blades of Grass	Low-third
Three o'clock Courage	High-fourth
Four Corners of the Sky	High-fifth
Five-words-long	Low-sixth
Six Impossible Things	Mid-seventh
Seven is a Handy Figure	Mid-eight
The Eighth Day of the Week	Mid-ninth

The Kaleidoscope Reading Program uses high appeal contemporary content to motivate secondary students, especially those reading below grade level. Among topics treated are careers, authority, drugs, hot rods, social relations, fads, sports, space and other subjects of interest to today's students.

Field
Enterprise

THE TIME MACHINE SERIES:

Leonard Visits Space	Pre-primer
Leonard Visits the Ocean Floor	Primer
Leonard Discovers America	1.6
Leonard Visits Dinosaur Land	2.0
Leonard Visits Sitting Bull	2.2
Leonard Goes to the Olympics	2.3
Leonard Equals Einstein	2.4
Leonard Discovers Africa	2.5

Leonard, a redheaded youngster of scientific bent, makes this early introduction to the joys of reading a highly stimulating experience. Each of Time Machine books has its own 33 1/3 rpm recording.

THE JIM FOREST READERS

Jim Forest and Ranger Don	1.7
Jim Forest and the Trapper	1.7
Jim Forest and the Ghost Town	1.8
Jim Forest and the Bandits	1.9
Jim Forest and Lightning	1.9
Jim Forest and the Phantom Crater	2.0
Jim Forest and the Mystery Hunter	2.2
Jim Forest and the Plane Crash	2.4

Field Enterprise	Jim Forest and the Dead Man's Peak	2.6
	Jim Forest and the Flood	2.8
	Jim Forest and Wolf Gulch	3.1
	Jim Forest and Woodman's Ridge	3.2

The lure of great outdoors - Mountains, pine forests and rushing rivers - is part and parcel of this action-filled series about a lively youth and his uncle, a forest ranger.

THE AMERICANS ALL SERIES Slow readers/ Jr. High

Chumash Boy

The Magic Door

China Boy

Stranger at Cherry Hill

Vickings of the Plow

A Road for Rudi

King's Son

Island Boy

Eight high-interest, authentically based stories constitutes a novel approach to ethnic understanding.

Field
Enterprise

THE WILDLIFE ADVENTURE SERIES

Gatie the Alligator	2.6
Sleeky the Otter	2.8
Skipper the Dolphin	3.0
Tawny the Mountain Lion	3.2
Bounder the Jackrabbit	3.5
Thor the Moose	3.6
Ruff the Wolf	3.7
Arctos the Grizzly	4.4

Background information on animals' habits and habitats provide a full range of opportunities for enrichment.

THE DEEP-SEA ADVENTURE SERIES

The Sea Hunt	1.8
Storm Island	1.8
Treasure Under the Sea	2.1
Sea Gold	2.2
Submarine Rescue	2.4
Enemy Agents	2.5
Castaways	2.6
The Pearl Divers	2.8
Frogmen in Action	3.1
Danger Below	4.4

Field Enterprise	Whale Hunt	4.7
	Rocket Divers	5.0

Twelve exciting novels for new readers. Offers background information about deep-sea diving: provides specific plans for skill development and evaluation.

THE MORGAN BAY MYSTERIES

The Mystery of Morgan Castle	2.3
The Mystery of the Margle Angel	2.6
The Mystery of the Midnight Visitor	3.2
The Mystery of the Missing Marlin	3.5
The Mystery of the Musical Ghost	3.5
The Mystery of the Monks' Island	3.7
The Mystery of the Maurander's Gold	3.9
The Mystery of the Myrmiden's Journey	4.1

Everybody's favorite - the mystery story, is brought into high focus in this low (controlled) vocabulary group of books.

THE CHECKERED FLAG SERIES

Wheels	2.4
Riddler	2.5
Bear Cat	2.5
Smashup	2.6
Scramble	3.0

Field Enterprise	Flea	3.5
	Grand Prix	4.0
	500	4.5

Stories deals with a different variety of vehicle presented in a different kind of competitive situation. This combination of low vocabulary and high interest provides strong motivation for the slower readers in upper grade levels. (Accompanying tapes)

Follett Publishing Co.

SPELLING AND WRITING PATTERNS

Books A-F

The Follett Spelling Program may be started in first grade and continued through Junior High School and beyond.

THE TURNER-LIVINGSTON READING SERIES

The Money You Spend	Secondary
The Town You Live In	
The Jobs You Get	
The Person You Are	
The Friends You Make	
The Family You Belong To	

Follett Publishing Co.

For slower Readers and students who are uninterested in regular English courses

The Television You Watch
The Phone Calls You Make
The Newspaper You Read
The Movies You See
The Letters You Write
The Language You Speak

Workbooks that help students understand the facts, concepts and opportunities in the world of modern communication.

Wanting A Job
Training For A Job
Looking For A Job
Starting A Job
Holding A Job
Changing A Job

Workbooks that present a cohesive and integrated program in Career planning.

ACCENT EDUCATION TITLES

Personality
  You and They 3-4

Follett Publishing Co.	You Are Heredity & Environment	
	You and Your Needs	
	Taking Stock	
	World of Work	
	You and Your Occupation	3-4
	Getting That Job	
	Keeping That Job	
	You and Your Pay	
	Job & Job Models	5-6
	Retail Salesclerk: Yard goods	
	Paycheck	
	Service Station Attendant	
	Vocational Reading Series	4-6
	Marie Perrone, Practical Nurse	
	The Delso Sisters, Beauticians	
	John Leveron, Auto Mechanic	
	The Millers and Wille B. - Butcher, Baker, Chef	
	Helen Greene, Department Store Worker	
	Anita Powers, Office Worker	

Through high interest, realistic stories, the student is motivated. Each story is vocation oriented to show the student career opportunities.

Follett
Publishing
Co.

UNDERSTANDING THE AUTOMOBILE 6-7

The nine systems covered are: the engine, fuel and exhaust, ignition and electrical, crankcase lubrication, cooling, power transmission, steering, brake, frame and suspension.

LEARNING YOUR LANGUAGE 7-12
One and Two

ONE:

Book 1/Conflict and Courage

Book 2/Escape to Danger

Book 3/Folk Tales & Folk Songs

Book 4/Tall Tales of America

Book 5/On the Lighter Side

Book 6/Family & Friends

TWO:

Book 1/Tales of the Mysteries

Book 2/They Changed Their World

Book 3/Fighting Frigate

Book 4/Tall Tales of America

Book 5/Tales of Ancient Greece

Book 6/They Brighten our Lives

Follett
Publishing
Co.

AMERICAN HISTORY STUDY LESSON

1. From Colonial Times to Independence
2. The Constitution
3. The Growing Nation 1789-1840
4. Change and Crisis In American Life 1800-1861
5. The Civil-War and Reconstruction
6. Changing America Since 1965
7. American Politics 1865-1960
8. Problems of American Democracy
9. American Foreign Policy

This program is designed to teach American History in 153 lessons. Reading and Language-Arts skills begin at 6th and 7th grade levels.

STUDY LESSONS IN CIVICS 7-12

Politics, citizenship and Government

The Constitution and Your Rights

The Federal Government

Political Parties and Elections

Our Economy and the Government

Our Society and the Government

This program employs a graduated reading skills approach in each of its seven units. These exciting books are relevant to these challenging times. They involve students - and involved students are learning students.

Ginn

GWEP (GINN WORD ENRICHMENT PROGRAM) Primary-Middle grades

Level 1 - Look and Listen

Level 2 - Consonant Sound and Symbols

Level 3 - Vowels and Variants

Level 4 - More Vowels and Variants

Level 5 - Sounds and Syllables

Level 6 - More Sounds and Syllables

Level 7 - Working with Words

The materials in GWEP consist of seven colorfully illustrated paperbound write-in texts, teacher editions and recordings of selected lesson. The program introduces word study skills at a faster pace than usual. The main emphasis of the program is on phonetic-analysis skills. It also develops structural-analysis skills, builds speaking and reading vocabularies, and extends word meaning.

THE CREATIVE DEVELOPMENT PROGRAM

Ideabooks

Can You Imagine	Primary grades
For Those Who Wonder	3-4
Thinking and Doing	4-6
Exercises in Invitations to Speaking and Writing Creatively	6-8
Plots, Puzzles and Plays	7-8

Ginn

Through the Ideabooks, pupils become involved with activities requiring them to struggle with ideas and to expand their thinking abilities. Included are Imagi/craft record albums for use in grade four and above to develop individual creativity.

I-MED

I-MED PHONICS BOOKS

Readiness Book	K- 1
Book 1 - 1-Remedial	2- 3
Book 2 - 2-Remedial	3- 8
Book 3 - 3-Remedial	4-10
Book 5 - 5-Remedial	6-High School

For developing word recognition, and for practicing word meaning.

I-MED CROSSWORD PUZZLES

Books 1-2

Starter 1-2

For practicing word meaning and developing skills in spelling, word analysis, phonics, reading and writing.

I-MED READING PROGRAM — Readers of all ages

For building reading skills. Designed for multi-levels. Seven programs written at third, fourth, fifth and sixth grade difficulty level. Largely self-directive, with little supervision required.

I-MED

Perceptual Communication Skills Series

For developing auditory and visual awareness and insight. Training the eyes to see and know. Training ears to hear and understand.

Developing Visual Awareness and Insight.

A multi-level program in workbook format. Lower level, elementary use.

DEVELOPING AUDITORY AWARENESS AND INSIGHT STUDENT WORKBOOKS

Program 1 - Preschool, kindergarten, first

Program 2 - For 4th, 5th and 6th grade levels

Program 3 - For Junior and Senior High School and adult levels.

Laidlaw Brothers

THE NEW LAIDLAW SPELLING SERIES 1-8

This series motivates pupils in developing a sincere desire to spell correctly. Based on linguistics principles, special techniques for studying words that will enable pupils to acquire independently a powerful vocabulary, both oral and written.

Lyons and
Carnahan

THE NEW PHONICS WE USE

Readiness Book R - Pre-K, Kindergarten, 1st

Book A - 1st

Book B - 1st

Book c - 2nd

Book D - 3rd

Book E - 4th

Book F - 5th

Book G - 6th

A complete word-recognition program. Its fundamental objective is to help children master the basic phonics skills as well as other skills needed for reading.

HANDWRITING WITH WRITE AND SEE 1-6

Handwriting Book 1

Handwriting Book 2 (manuscript)

Handwriting Book 2 (manuscript-cursive)

Handwriting Book 3 (cursive)

Handwriting Book 3 (manuscript-cursive)

Handwriting Book 4,5,6

Lyons and Carnahan

CURRICULUM ENRICHMENT SERIES

Hilltop Trails	2
On Top of the Hill	3
New Trails	4
New Roads	5
New Horizons	6

Designed for those who can comfortably read the basic texts for their grade yet need to be challenged further. Stresses linguistic approach which uses natural language patterns to help develop independent readers.

McCormick-Mathers

LANGUAGE ROUNDUP 2-6

The lessons in each book (5) provide ample opportunity for practice in oral and written expression; in correct usage; and in phase grammar, capitalization, and punctuation appropriate to each grade level.

INDIVIDUAL CORRECTIVE ENGLISH 2-6

This series provides a completely flexible program of intensive work in basic language skills necessary for grades 2-6

McCormick-Mathers

INDIVIDUAL CORRECTIVE ENGLISH 2-6

This series provides a completely flexible program of intensive work in basic language skills necessary for grades 2-6.

BUILDING READING SKILLS Multi-level

- Speedboat Book, Level 1
- Streamline Book, Level 2
- Jet Plane Book, Level 3
- Rocket Book, Level 4
- Atomic Submarine Book, Level 5
- Spaceship Book, Level 6
- Teacher's Phonic Skill Builders

Specifically designed to be used with any basic readers series, supplementing instruction in all word-attack skills.

INDIVIDUAL CORRECTIVE ENGLISH 2-6

Specifically designed for building a skills-development program for use with any text.

SKILLING IN SPELLING 1-6

SKILLS IN SPELLING 1-8

This linguistic spelling program is designed to help pupils spell correctly and use words effectively in writing in all subject matter.

McGraw-Hill

BASIC GOALS IN SPELLING 1-8

This linguistically oriented series gives children spelling power through word list grouped according to like sound-symbol and structural patterns.

DR. SPELLO 4-9

An excellent corrective program providing concentrated instruction in sounding consonants, vowels, blends, digraphs, silent-letter combinations, compound words, syllabication, and other language essentials.

THE MAGIC WORLD OF DR. SPELLO 4-9

A corrective program provides concentrated instruction in language essentials.

PHONICS WORKBOOKS 1

Let's See
Eye and Ear Fun, Book 1
Eye and Ear Fun, Book 2
Eye and Ear Fun, Book 3
Eye and Ear Fun, Book 4

A beginning supplementary reading program on primer levels. Exercises build word-attack skills.

CONQUESTS IN READING 4-9

A remedial workbook building phonetic and structural analysis abilities in both reading and spelling.

Merrill   BUILDING LANGUAGE POWER SERIES   3-8

Models	Frameworks
Patterns	Structures
Blueprints	Portals

A developmental program for effective written and oral communication.

NEW MODERN READING SKILLTEXTS

Book 1	7- 9
Book 2	8-10

Exercises in these books reinforce the five essential skills areas: understanding words, knowing facts, extending ideas, organizing ideas, and studying word structure.

Modern Curriculum   PHONICS IS FUN   Elementary
Books 1,2 and 3

This program is a modern linguistic approach to word recognition. Program is designed to implement any basic reading program.

Modern Curriculum   PHONICS WORKBOOK
Workbooks A and B

Skills program.

Prentice-Hall

BE A BETTER READER
Foundations A, B and C

Used to strengthen and maintain the skills common to all kinds of reading: word attack, comprehension, interpretation, vocabulary building and study skills such as analysis and evaluation.

THINKING AND WRITING: AN INDUCTIVE PROGRAM IN COMPOSITION 1-6

First Activities In Composition (chart book)
Words and Sentences (Level A)
Classification and Order (Level B)
Description (Level C)
Beginning Explanation (Level D)
Explanation, Interpretation and Argumentation (Level E)

Specially designed to teach children to write effectively in grades 1-6. It presents sequentially organized composition problems through which children practice effective writing, develop intellectual skills, and acquire concepts about the patterns and functions of language.

Random
House

CRITERION READING LEVEL I-V

This is an assessment system in reading that patterns an individualized instruction program for every child by diagnosing his individual reading strengths and weaknessess. It provides the exact tools you need to assess a child's mastery of each skill: performance objectives and criterion assessments. Includes:

Student Process & Outcome Books
Teacher's Process & Outcome Book
Student Sensory Motor I
Teacher's Sensory Motor I

ENGLISH WRITING PATTERNS 7-12

Self-contained work-text books that may be used by themselves or as a supplement in providing regular or remedial writing practice.

CHALLENGER BOOKS

Ten exciting, original stories designed to motivate Black and Spanish-speaking youngsters who are having difficulty with reading and want to read. The stories span a wide gamut of time and place; from pre-Civil War to Modern day; from San Antonio, Texas to New York Barrio. They are written in the natural language of the particular ethnic group.

Readers Digest	READING SKILL BUILDERS	1-8	A well-balanced selection of reading builders provides materials at many reading levels, encourages the use of books at progressively challenging levels.
Regents Publishing Co.	MODERN ENGLISH SERIES BOOK 1	Jr./Sr. High	This series is intended for Junior High and High School programs in English as a second language. Each book is a controlled and integrated step toward conversational fluency, writing proficiency, and reading comprehension.
Teachers College Press	GATES-REARDON READING EXERCISE	1-8	Thirteen reading booklets designed to strengthen and build reading skills in Elementary grades, ideally suited for developmental and remedial use. Docent Responsive Answer Sheets are surprinted with an invisible image.
	MCCALL-CRABBS STANDARD TEST LESSON IN READING	1-2	Thirty short reading exercises about children - stories including adventure, humor, and everyday situations, each followed by a set of yes-or-no questions that test reading ability and comprehension. Docent Responsive Answer Sheets are available for each booklet.

Vocational
Technical
Division
Department
of Public
Instruction -
Delaware

PRE-VOCATIONAL MATERIALS

1. Automobile Mechanics - Mac's Story
2. Recreation
3. Beauty Culture
4. Technical Drawing
5. Carpentry
6. Waitress
7. Retail Selling
8. Nursing
9. Auto Mechanics

Xerox

THE WAY IT IS 4-7 grades 8-10

A reading program for today's inner-city students. Every reading selection in the program has been tested for reader interest.

Includes:

10 books of readings
5 12" records
Teacher's Handbook
Learner Logs
Selfstoring display kit

D. Curriculum Materials for Each Skill Area

1. Sensorimotor

Advantage	Prentice-Hall
Building Reading Skills	McCormick-Mather
Carousel Box, 1B	Random House
Children's World	Holt
Developing Auditory Awareness and Insight	IMED
Development Program in Visual Perception	Follett
Distar I	SRA
Early Childhood Discovery Materials	Macmillan
Ginn Word Enrichment Program	Ginn & Co.
IMED Reading Program	IMED
I Want to Learn	Follett
Learning About Sounds	Ginn & Co.
Listening Skill Program 1A	SRA
Peabody Language Development Kit	American Guidance
Pre-Reading Program	Ginn & Co.
PREP	Plan, Inc.
Sights and Sounds	Random House
Skill Starter Kit	Random House
Sounds I Can Hear	Scott Foresman
The World of Language, Level 1	Follett
TRY Kit for Young Children	Noble & Noble
We Discover Sounds	Random House

2. Phonology and Structural Analysis

Audio Reading Progress Lab	Educational Progress Lab
Basic Goals in Spelling	McGraw-Hill
Be a Better Reader	Prentice-Hall
Conquest in Reading	McGraw-Hill
Cornerstone Readers	Field Enterprise
Decoding for Reading	Macmillan
Dolch Materials Consonant Cards Vowel Cards	Drago Supply Co.
Eye and Ear Fun	McGraw-Hill
GWEP (Ginn Word Enrichment Program)	Ginn & Co.
Ideal Picture Cards Consonant & Vowels	American Supply Co.
IMED Block Series	IMED
Linguistic Block Series	Scott Foresman
Mike and Cindy Program	Steck
Mott Basic Language Skills Program	Allied Educational Council
New Modern Skilltexts	Merrill
Phonics Is Fun	Modern Curriculum Press
Phonics Practice Program	Harcourt
Phonics with Write and See	Appleton-Century
Phonics We Use, Game Kit	Lyons & Carnahan
Phonics We Use, Workbooks	Lyons & Carnahan
Practice Book	Motivational Learning Program

Programmed Reading	McGraw-Hill
Read On, Kit	Random House
Snoopy's Secret Code Book	Holt
SRA, Basic Reading Series	SRA
The First Talking Alphabet	Scott Foresman
The Macmillan Spectrum	Macmillan
The Magic World of Dr. Spello	McGraw-Hill
Word Wheel	McGraw-Hill
Working with Sounds	Barnell Loft

3. Vocabulary/Verbal Information

Audio Reading Progress Lab	Educational Progress Corp.
Be a Better Reader	Prentice-Hall
Bowmar Filmstrips	Bowmar
Building Language Power Series	Merrill
Carousel Books	Random House
Checkered Flag Audio Kit	Field Enterprise
Conquest in Reading	McGraw-Hill
Cornerstone Readers	Field Enterprise
Creative Development Program	Ginn & Co.
Creative Reading Program	Harper Row
Dictionaries	Holt
Dolch Materials Popper Words Badic Sight Words	Drago Supply Co.
English for Today	McGraw-Hill
Enjoying English	Random House
GO	American Book Co.

IMED Crossword Puzzles	IMED
IMED Reading Program	IMED
Individual Corrective English	McCormick
Laidlaw Spelling Series	Laidlaw
Language Experiences in Reading	Encyclopedia Brittannica
Language Roundup	McCormick
Macmillan Spectrum, Vocabulary	Macmillan
Magic World of Dr. Spello	McGraw-Hill
Miami Linguistic Readers	Heath
Mission: Read	Random House
New Practice Readers	McGraw-Hill
Newspapers	Local or National
Picto-Cabulary Series	Barnell Loft
Picture and/or Study Prints	From Magazines
Program Builder Kit	Bell & Howell
Random House Reading Program	Random House
Reading Skill Builder	Reader's Digest
Read On	Random House
Sights and Sounds	Random House
Sounds and Patterns of Language	Holt
Sounds of Language	Holt
Spelling and Writing Patterns	Follett
The World of Language	Follett

Troubleshooter Series	Houghton
Using the Context	Barnell Loft
Vocabulary Builder	Educators Publishing Service
VOTECH	Plan, Inc.
Webster Word Wheel	McGraw-Hill
Wordly Wise	Educators Publishing Service
Word Pacer Kit	Random House

4. Comprehension and Study Skills

Audio Reading Progress Lab	Educational Progress Lab
Basic Reading Skills	Scott Foresman
Be a Better Reader	Cambridge
Be a Better Reader	Prentice-Hall
Comprehensive Reading Series	SRA
Cornerstone Readers	Field Enterprise
Creative Development Program	Ginn & Co.
Cyclo-Teacher: Reference #208-211	Field Enterprise
Dictionary Usage	Holt
Dimension Series	SRA
Gates-Peardon Reading Exercises	Teachers College Press
GO	American Book Co.
Graph and Picture Study Skill	SRA
Holt Urban Social Studies	Holt
IMED Reading Program	IMED
Kaleidoscope Readers	Field Enterprise
Library Skills (Worksheet)	Continental
Listen and Think (Tapes)	EDL

Listening Skill Program	SRA
Literature Sampler	Learning Research
Macmillan Spectrum, Comprehension	Macmillan
Map and Globe Skills	SRA
McCall-Crab Standard Test Lessons	Teachers College Press
Mission: Read	Random House
New Modern Reading Skilltext	Merrill
New Practice Readers	McGraw-Hill
One to One	Prentice-Hall
Organizing and Reporting	SRA
Random House Reading Program	Random House
Reading Attainment System	Grolier
Reading Development Kit	Addison-Wesley
Reading for Concepts	McGraw-Hill
Reading for Understanding	SRA
Reading Laboratories (Kits)	SRA
Read On Kit	Random House
Reading Skill Builders	Reader's Digest
Reading Skills for Young Adult	Scott Foresman
Scholastic Individualized Reading Program	Scholastic
Skill Box, 1	Holt
Specific Skill Series Getting the Facts Following Directions Locating Information Using the Context Drawing Conclusions	Barnell Loft

Step Up Your Reading Power	McGraw-Hill
Study Skill Libraries	EDL
The Way It Is	Xerox
Urban Reading Program	D.C. Heath
We Are Black (Kit)	SRA
World of Language, Level 5&6	Follett

5. Syntax

Building Language Power	Merrill
Continental Worksheets and Transparencies	Continental Press
English Writing Patterns	Random House
Enjoying English	Random House
GWEP (Sounds & Syllables)	Ginn & Co.
Individual Corrective English	McCormick-Mather
Language Is You	Harr Wagner
Language Round Up	McCormick
Learning Your Language	Follett
Linguistic Blocks	Scott Foresman
Living Your English	D.C. Heath
Modern English Series	Regents Publishing Co.
New Dimensions In Language	McCormick
Plain English	McCormick
Read On Kit	Random House
Rolling Reader	Scott Foresman
Using the Context	Barnell Loft

E. High Intensity Learning Systems - Reading --- is an instructional system which helps the teacher to define each student's unique reading needs and prescribe appropriate activities to fill those needs.

The System has two basic sets of components. There are a:

1. Collection of reading materials from many different publishers which include books, workbooks, kits, labs and audio-visual materials. Basal readers are not included.

2. Classroom Management System which helps the teacher to make diagnostic decisions about a student's reading by providing the behavioral analysis the teacher needs for assessments. It also provides prescriptions and management strategies.

F. Tutor-Training Techniques - The following procedures and techniques have been used successfully in the training of tutors:

1. The background and philosophy of the System discussed by the instructor or trainer.

2. Acquaint each tutor with the components of the System by setting up four (4) learning centers. Each instructor is assigned various components to discuss with the tutors as they rotate in small groups.

3. Allow adequate time for each tutor to examine a complete set of materials and ask questions. Components are:

(a) Instructional Manager's Guide

(b) Catalogue of Instructional Objectives and Prescriptions, Volumes I and II

(c) BTRC (Basic Test of Reading Comprehension)

(d) Check-In Tests

(e) Check-Out Test Kit

(f) Cassettes

(g) Answer Key Booklet

(h) Vocabulary Booklet

(i) Prescription Form

(j) Progress Plotter

(k) Student Folder

(l) Classroom Management Wall Chart

(m) Achievement Awards

(n) Door Signs and Lap Board

4. Ask Tutors to examine Instructional Manager's Guide (Teachers Guide) very carefully noting:
    - (a) How the System works
    - (b) Start-up Procedures
    - (c) Administering Check-In and Check-Out Tests
    - (d) Record Keeping

5. Familiarize tutors with the following terms: (Use same procedure discussed for Criterion. See B5 under Criterion Assessment System).

1. Assessment
2. Check-In Test
3. Check-Out Test
4. Criteria for Mastery
5. Diagnosis
6. Independently
7. Individualized
8. Objectives
9. Prescription
10. Strategy
11. Subsystem

6. Evaluate the knowledge gained at this point by tutors.

7. Allow adequate time for tutors to work through each kit and other curriculum materials suggested in the Manager's Guide. Each tutor may use a copy of the form that follows as he works through the materials. At the end of the work session, ask each tutor to share her information with the group.

8. After worksheets have been discussed and corrected, stencils may be cut so that each tutor will have a copy of each worksheet. (To keep in notebook for continuous reference.)

CURRICULUM MATERIAL WORKSHEET

(1) Title of Material or Kit: ____________________

(2) Publishing Company: ____________________

(3) Components: ____________________

(4) Skills Developed by Material or Kit: ____________________

(5) Suggested Age or Grade Level: ____________________

(6) Consumables: NO - YES - If yes, describe ____________________

(7) Sequential Teaching Instructions: ____________________

9. After tutors have worked through the Manager's Guide, they should be able to demonstrate the following behaviors with 95% accuracy:

   (a) Demonstrate the ability to administer and score the Basic Test of Reading Comprehension.

   (b) Determine proper subsystem for students based on B.T.R.C.

   (c) Prescribe appropriate Check-In Test.

   (d) Demonstrate the ability to administer and score Check-In Tests.

   (e) Using the Catalog of Instructional Objectives, prescribe appropriate materials to teach skills.

   (f) Prescribe appropriate Check-Out tests.

   (g) Demonstrate the ability to administer and score Check-Out tests.

   (h) Record scores on sample Student Record Sheets and Wall Chart.

   (i) List steps in using High Intensity Management System in proper sequential order.

   (j) Demonstrate a proficiency for and implementing the H.I. Management System.

10. An excellent procedure for the final evaluation on High Intensity is to have each tutor serve as teacher and work the rest of the group through the entire program. This gives the tutor an opportunity to find out if he understands every phase of the system before he is confronted with students.

G. The curriculum materials that are most often suggested in the I-O Catalogue are listed below: (Tutors should become familiar with the prescription code for each kind of materials.)

Ad Wes - Addison Wesley
ARP - Audio Reading Progress Lab
B-L - Barnell Loft
BBR - Be a Better Reader
BSWP - Botel Spelling and Writing Patterns
BTRC - Basic Test of Reading Comprehension
CC - Countries and Cultures (SRA)
CR-R - Controlled Reading - Reading
D - Dimensions in Reading (SRA)
EDL - Educational Developmental Laboratories

1. Science C
2. Science D
3. Social Studies CC
4. Social Studies DD
5. Reference CC
6. Reference DD

EWP - English Writing Patterns

G-P - Gates-Peardon

GP(I&P)- Gates Peardon Introductory and Preparatory Levels

JHSB - Junior High Skill Box

L - Launch

LM - Language Master

LS - Literature Sampler

MLP - Michigan Language Program

1. Performance Tasks Book
2. Reading Letters
3. Reading Words

PPP - Phonics Practice Program

PWS - Phonics With Write and See

RAS-1 - Reading Attainment System #1

RAS-2 - Reading Attainment System #2

RCIT - Reading Check-In Test

RDK-A - Reading Development Kit A

RDK-B - Reading Development Kit B

RFM - Reading for Meaning

RFU - Reading for Understanding

RL - Reading Laboratory # ____

RR - Recreational Reading

RSL - Reading Skills Lab

SB-1 - Skill Box #1

SSS - Specific Skill Series

1. Getting the Main Idea

2. Using Context Clues
3. Drawing Conclusions
4. Following Directions
5. Locating the Answer
6. Working With Sounds
7. Getting the Facts

SP - Skillpacers (color ________)

WAB - We Are Black (SRA)

WP - Wordpacers

(See Annatation of Curriculum Materials for a decription of each of the above materials.)

H. Audio-Visual Equipment: Teaching Techniques

Brief Description of the Equipment

Dukane Projector	Filmstrip projector and record player in one unit.
Filmstrip Projector	To show only filmstrips.
Flash X	Word flasher used for spelling and word recognition.
Hoffman A-V Unit	Used with records and filmstrips.
Language Master	Used for word pronunciation
Listening Stations	Listening to programed materials. Used with small groups.
Overhead Projector	To show transparencies for large groups.

Record Players	For playing records.
Super 8 Projectors	Used to show Super 8 Loops.

DUKANE FLIPTOP SOUND FILMSTRIP PROJECTOR

This is a portable filmstrip projector designed for limited use by individuals or small groups.

General Usage

1. Preview of materials.
2. Small group viewing — 2 to 5.
3. Individual viewing.

Suggested uses for the classroom teacher

1. Research by committee or individual.
2. Preview of materials before presenting to a large group.
3. Reinforcement of skills (independent viewing).
4. Individual or small group viewing with the teacher.
5. Planning presentations for faculty, inservice, and other professional groups.

LANGUAGE MASTER

Use in Kindergarten and with Prereaders

Major Use: To introduce to the learner the association of a sound with an object and of symbols with the sound and the object.

How Used: To supplement reading readiness materials.

Time: Ten minutes--three times each week.

Organization: Class, group, or individual.

Use with Beginning Readers and Grade One

Major Use: To introduce symbols for object and sound.

How Used: To introduce basic vocabulary and vocabulary of basal reading series; supplement reading throughout first semester.

Time: 20 minutes--twice a week.

Organization: Class, group, or individual work.

Use with Problem Readers

Major Use: To diagnose difficulties in word mastery and to provide meaningful practice.

How Used: As individual work, planned especially to meet needs of students.

Time: As needed by students; approximately 40 minutes weekly.

Organization: Small group or individual work.

Use with Special Education Classes

Major Use: To help students build basic vocabulary through use of language arts materials giving them maximum clues to word recognition and meaning.

How Used: To introduce students to reading; to supplement work in basal reading programs.

THE OVERHEAD PROJECTOR

The overhead projector is basically a simple machine. It consists of a strong light source that shines a beam through a transparency to project an image onto a screen. You merely turn on a switch, place a transparency over a window called the stage, and turn a knob until the image is in focus. You can project in a normally lighted room as long as you don't allow a bright light to fall directly on the screen itself. This means that pupils can take notes while the projector is in use and that you can see them at all times.

This face-to-face instruction enables you to tell whether pupils are responding properly and to detect questions through facial expressions. It also helps you to judge whether you are taking up too much time.

Transparencies may be bought ready-to-use on all subjects. However, you can also make your own transparencies right on the projector, with the aid of the new copy machines, and make them to keep on file according to subject of skill.

The following ideas according to subjects, may lend you the truly unlimited uses of this versatile classroom projector:

PRIMARY GRADES

Simple articles placed on the stage of an overhead projector produce unusual silhouettes to stimulate young imaginations.

Try a set of keys, coins, or scraps of paper and see what effects and comments you get.

In teaching penmanship to large groups, use a overhead projector to show your writing as you write. Correct techniques highly magnified on the screen make an effective demonstration, with every child getting an unobstructed view.

LIBRARIANS

Librarians can use a projector to teach proper use of the card catalog. Project author, title and subject cards side by side, so pupils can compare them and see how they relate to each other.

HISTORY

In teaching United States history, employ an overhead projector to show the country's growth. Use different colored overlays for the original 13 states, the Louisiana Purchase, the Florida Purchase, the Texas Annexation, etc.

ENGLISH

To give students insight into proper paragraph development, use an overhead projector to project a series of sentences prepared on strips of acetate. Then let the class experiment with a variety of sentence arrangements to determine logical paragraph structure.

SOCIAL STUDIES

Show clearly the organization of state and federal governments by preparing diagrams on overhead transparencies. Since any complete picture of government organization is rather complex, this method saves a great deal of chalkboard time; the transparency can be preserved for repeated use.

SCIENCE

Illustrate surface tension on the stage of an overhead projector by dropping enough water there to form a small pool. A drop of detergent added to the water will lower surface tension and spread the pool. Magnified on the screen, this makes an effective experiment.

ART

An overhead projector is an ideal instrument for demonstrating the derivation of the color wheel from the three primary colors. Simply combine various color overlays.

FOREIGN LANGUAGES

A projector has special value in teaching vocabulary by word-picture association rather than by translation. Show pictures of objects or activities, along with the proper vocabulary, and encourage students to remember the new word by its picture instead of the English word translation.

MATHEMATICS

Explain involved equations as you write them on an overhead transparency. Encourage the class to work along with you at their desks, asking questions as they arise. Since all students can see your work clearly, they will not have to wait till you finish to attempt understanding.

BUSINESS

Help students remember the format of a business letter by using separate transparent overlays for the heading, inside address, salutation, body and closing.

GENERAL INFORMATION

You can obtain commercial transparencies from a wide variety of sources, then suit them to your needs by adding transparent overlays of your own.

Time and energy formerly expended at the chalkboard can be saved by preparing the material on an acetate roll for use with an overhead projector. After use, you just roll up the material and save it for re-use or spot review.

SOME HINTS

1. The transparency can be viewed clearly under normal lighting conditions. The room need not be completely darkened.
2. You may face the class as you use the overhead projector and a truly natural teaching situation is established.
3. A pointer or a pencil can be used to point to material on the transparency. It will appear as a dark shadow on the screen.
4. Parts of the transparency can be blocked out by placing opaque paper on them. This will focus attention on specific details.

5. You can draw or write on the transparency with a grease pencil or a felt-tip pen during projection. The image will appear on the screen. Markings can be easily wiped off with a cleaning tissue, soft cloth, alcohol.

6. The image can be projected onto a chalkboard or wall, if a screen is not available. However, such projections may require some degree of darkening.

7. Use the overhead projector to introduce a lesson or to help students visualize abstract concepts.

8. The overhead projector has special value in making professional looking charts, captions and in the arrangement of bulletin boards.

9. An overhead projector is an ideal instrument to use when making teaching aids, and generally, to add variety and color to the teaching learning situation.

THE RECORD PLAYER

Every teacher needs materials and equipment to help make learning more meaningful for pupils. Often the simplest and more easily accessible material is overlooked when it can be just as useful and in some cases more useful than the more complex and costly.

Although the record player is perhaps the least complex and most commonplace piece of equipment used in the schools today, when used properly it can be an invaluable tool for enriching the lives of the children we teach. Following are some suggested steps to take to insure some degree of success when using the record player in the elementary classroom.

1. Selection of records

   Any record worth listening to is educational in some sense, but there are records designed expressly and solely for teaching purposes. These then are the records we as educators should be concerned with. In selecting a record to be used in the classroom we might ask these questions about it:

   (a) Is it on the comprehension level of the listener?
   (b) Does it relate to a specific subject area?
   (c) Does it arouse the curiosity of the listeners?
   (d) Can listeners associate it with previous experiences?
   (e) Will it provide pleasure for listeners?
   (f) Will it stimulate creativity?
   (g) What specific skills can I develop with it?
   (h) Can I provide a logical and profitable sequel to it?

2. Planning a lesson

   Some points to consider in planning a lesson using a record are:

   (a) Preview record.
   (b) Make note of time required to listen.
   (c) Note skills to be developed.
   (d) Use related visual aids.

(e) Plan follow-up exercises.

(f) Present lesson at a time when pupils are ready to listen.

(g) Place record player at front of room and little higher than the heads of listeners, adjust speed, tone and volume, and above all, exhibit interest and enthusiasm.

Suggested Record Titles

Language Arts

1. Sounds Around Us; Scott, Foresman & Company, 433 East Erie Street, Chicago, Illinois.

   A group of three records for training in auditory discrimination.

2. Listening Time; Webster Publishing Company, 1154 Reco Avenue, St. Louis, Missouri.

   Three 78 rpm record albums presenting speech sounds discrimination, listening and relaxation for primary grades.

3. Sound Way to Easy Reading; Bremmer-Davis, Wilmette, Illinois.

   A series of recordings and charts designed to teach auditory-visual perception of common phonetic elements.

4. Listen and Learn with Phonics; Beckley-Cardy Company.

   Four phonics books, three 78 rpm records. This set usable with any basal reader.

5. Sounds for Young Readers; Educational Record Sales, 153 Chambers Street, New York, N.Y.

A three-volume set of records promoting audio acuity, specific phonetic and audio discriminative skills through games and exercises.

6. Steps to Mastery of Words; Educational Recording Service, 5922 Abernathy Drive, Los Angeles, California.

   An album of 33 1/3 rpm records to accompany a workbook series of the same name.

7. I Can Really Read; Golden Record Learn to Read, Write and Count Program, Affiliated Publishers, 630 Fifth Avenue, New York, N.Y.

   Games designed to develop sight vocabulary and phonetic elements for beginning readers.

8. I Can Really Write; Golden Record Learn to Read, Write and Count Program, Affiliated Publishers, 630 Fifth Avenue, New York, N.Y.

9. Phonovisual Record of Sounds; Phonovisual Products, Inc., Box 5625, Washington, D.C.

10. Read Along With Me; Programmed Records, Inc., 154 Nassau Street, New York, N.Y.

    A twelve-inch LP record and accompanying booklet are designed for beginning readers. The child follows the booklet as the words are spoken on the record.

11. Spencer Audio-Book Series; Spencer International Press, Inc., 155 North Wacker Drive, Chicago, Illinois.

    The audio-book series consists of complete books on records.

12. Richards Reading Series; Richards Research Associates, 1336 North Hillendale, Kalamazoo, Michigan 49001.

    The series includes four kits, one picture word association, one word sentence association, read and dramatize, and a building linguistic skills kit.

Math

1. Richards New Math Series; Richards Research Associates, 1336 North Hillendale, Kalamazoo, Michigan 49001.

   A new and easy way to teach new math. The series includes four kits.

2. The New Math; Bremner Multiplication Records, Dept. G-117, Wilmette, Illinois.

   The set consists of five records and eleven quiz cards. Multiplication tables are set to gay spirited tunes in a modern beat.

3. I Can Really Count; Golden Record Learn to Read, Write, Count Program, Affiliated Publishers, 630 Fifth Avenue, New York, N.Y.

   A kit suitable for first grade and remedial work in higher grades. Games are designed to teach meaning of numbers, of addition and subtraction and basic facts of addition and subtraction.

Science

1. Rhythm of Nature; Bowmar Records, 10515 Burbank Blvd., North Hollywood, California.

   A series of science lessons emphasizing the wonders of the universe with such titles as: A Child's World of Sound, The Five Senses and others.

2. Now We Know; Columbia Record Company, 799 Seventh Avenue, New York, N.Y.

   A series of songs to learn by with such titles as: How Does a Cow Make Milk? Why Do Stars Twinkle? What Makes the Weather?

Social Studies

1. Americana; Folkways - Scholastic Records, Dept. J-4, 906 Sylvan Ave., Englewood Cliffs, New Jersey 07632.

   Here are the sounds of living history, early America and great moments of the 20th Century.

2. Enrichment Records Inc., 246 Fifth Avenue, New York, N.Y.

   Offers records to parallel the Landmark Books, published by Random House. Records are dramatic presentations of events in American history.

Foreign Languages

The Beginners' Album, Folkways-Scholastic Records, Dept.J-4, 906 Sylvan Avenue, Englewood Cliffs, New Jersey.

Recordings of professional narrators with instructive and pleasant voices. They reinforce the basics of grammar, vocabulary and pronunciation. Available in German, Spanish and French.

THE TAPE RECORDER

INTRODUCTION

The tape recorder is not a substitute for a teacher. There are many ways in which tape recording may be used merely to save effort and energy. However, a tape recording should be used only when it enables the teacher in the classroom to do something better than he or she could do it without the tape recorder - and there are many, many procedures in education that can be done better with a tape recorder and some that cannot be done at all without a tape recorder. The purpose of this portion of the chapter is to suggest some procedures for the proper utilization and maintenance of the tape recorder.

In education there are countless uses to which tape may be put that will increase students' interest and learning. The tape recorder is not a teacher; it is a teaching and learning aid. As such, it is beneficial to both teacher and student. Helped by the active interest and action of teachers, tape recording can soon be to the students' ears what chalkboards have been to their eyes.

An outline of subject areas and special areas that the tape recorder can be utilized to enhance the school and classroom programs:

I. Reading

    A. Voice Discussion and Analysis
    B. Reading Readiness
    C. Reading Development
    D. Parent Conferences
    E. Helping Slow Readers
    F. Preparing Assembly Programs

II. Language Art

- A. Developing Creative Expressions
- B. Oral Grammar Exercises
- C. Group Memorizing
- D. Dictation

III. Creative Dramatics

- A. Recording Skits and Playlets
- B. Puppet Plays
- C. Establishing a Dramatic Workshop
- D. Class Play Try-outs
- E. Pantomime
- F. Correcting Speech Defects

IV. Music

- A. Music for Outdoor Festivals
- B. Introducing New Songs
- C. Helping Monotones
- D. Teaching Harmony
- E. Self-evaluation
- F. Quieting Restless Groups
- G. Good Music for Art
- H. Luncheon Music

V. Social Studies

- A. Improving Committee Communications
- B. Social Studies Quizzes
- C. Committee Trips and Interviews

Operating and Recording With the Tape Recorder

- I. First steps
- II. How to record
- III. How to play back recorded tape
- IV. How to record from radio, TV or phonograph
    - A. Using accessory sound cord
    - B. Using accessory speaker patch cord
    - C. Using microphone
    - D. Recording from non-amplified turntables or record changers
- V. How to eliminate unwanted material
- VI. How to splice recording tape
- VII. How to erase recording tape
- VIII. How to edit recordings
- IX. Putting the recorder away
- X. Maintenance

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1. Brown, James W., Harcleroad, Fred F., and Lewis, Richard B., A-V Instruction Materials and Methods, McGraw-Hill Book Company, Inc., 1959*

2. Educational Service Department Magnetic Products Division, The Tape Recorder in the Elementary Classroom, Minnesota Mining and Manufacturing Company, St. Paul 6, Minnesota, 1955*

* Available at Broward County's Materials Center

TECHNICOLOR SUPER 8MM PROJECTOR

Advantages:

1. Simplicity of operation
2. Adaptable to individual, small group or entire class use.
3. Two to five minute viewing time
4. Appropriate commentary may be supplied by viewer
5. Stop action on single frame
6. Easily correlated with other media or methods
7. Can be used as substituter for lengthy demonstrations
8. Excellent motivational or follow-up device
9. Can be used at all levels
10. Lends itself to individual production of films

Each film has an accompanying study outline card. The following are additional suggestions for use of films:

1. Vocabulary Development

   Have pupils identify objects, animals, etc. in frames; describe action filmed. List words on chart or in individual pupil booklets.

2. Oral Language Development

   Have pupils comment on film. Record responses on tape. Develop into story form for chart or booklet.

3. Oral Reading

   Have pupil read original story while film is being presented to another group.

4. Simple Recall

   Have pupils list as many items as they can from memory following film presentation.

5. Individual-Group Reports

   Have slower readers view film and prepare an oral report that correlates with text assignment for more abler pupils.

6. Sequence

   Have pupils relate or illustrate, in proper order,the events that were filmed.

7. Motivation

   Use as an introductory approach to a unit of work.

References

"Four Steps to a learning center", The Instructor, June/July, 1967, pp. 73-84.

Unit Study Guides for the Walt Disney Nature Library - Communications Films, Monterey Park, California, 1967.

For additional information or catalogs write to:

Technicolor Corporation, Department 146
1985 Placentia Avenue
Costa Mesa, California 92627

CHAPTER XIII

TEACHING THE READING SKILLS
by Rebecca Williams

Some Basic Beliefs About Teaching and Learning

1. Boys and girls are different in interest and ability.
2. All boys and girls are capable of learning and want to learn.
3. We (educators) are striving to develop autonomous learners.
4. Teaching and learning are not synonymous.
5. The teacher's role is to arrange the learning environment.
6. If you want to change children, you must first change what you do with them.
7. Pupil-Teacher ratio is not a cure-all.
8. Success breeds success.
9. We will structure the learning environment and not the environment.
10. Programs must be changing programs.
11. Planning and organization is the key.
12. There will be frustrations.

A. SENSORIMOTOR

1. WHAT IS SENSORIMOTOR?

Motor, visual and auditory abilities prerequisite to language and learning.

2. WHY IS SENSORIMOTOR TRAINING NECESSARY?

Generally, it is acknowledged that the earliest learnings of a child are based on his sensory and motor experiences. These experiences are developed into a body of sensory and motor knowledge that can be used by a child to manipulate or control his environment. According to the theory of Dunsing and Kephart, the development of perception is dependent upon the ability of a child to internalize his sensory and motor knowledge. It is the standard by which he verifies his perceptions. Before a child can be objective and stabilize his environment, he must be able to integrate his motor knowledge with perceiving information. A child who cannot make this perceptual-motor match lives in a world of confused impressions.

3. WHAT ARE SOME ABILITIES LISTED UNDER MOTOR SKILLS?

Some skills that are included in the motor area are:

- throwing
- catching
- cutting
- hopping
- crawling
- pasting
- tying
- tracing
- buttoning
- unbuttoning
- skipping
- kneeling
- lacing
- walking
- running
- jumping
- clapping
- stooping
- stringing beads
- skipping rope
- using puzzles
- turning page
- balancing on one foot
- holding pencil
- locating body parts

4. WHAT ARE SOME AUDITORY-MOTOR SKILLS?

Space awareness (up, down, etc.)

Identifying shapes and objects

Classifying sounds

Reproducing sounds

Sequencing words and numbers

Identifying colors

Hearing likenesses and differences

Reproducing rhyming words

Understanding simple oral directions

5. WHAT ARE SOME VISUAL-MOTOR SKILLS?

Name recognition

Matching words and shapes

Sequencing letters

Copying letters and numbers and shapes

Identifying objects in picture

Matching beginning and ending letters

6. WHAT ARE THE THREE MAJOR TYPES OF VISUAL-MOTOR TRAINING?

(1) Directionality or orientation to direction

(2) Ocular motility or promoting eye-hand coordination

(3) Discrimination of similarities and differences

7. WHEN SHOULD TRAINING IN BODY IMAGE BEGIN?

Training to develop body image should be initiated as early as possible. Because emotional well-being and body image are strongly correlated, the first step in bringing about a good body image is to help each child to feel happy about himself.

8. WHAT IS BODY CONCEPT?

A person's body concept is the intellectual knowledge that he has of his body. This develops later than body image, and is acquired by conscious learning - when, for instance, a child finds out that he possesses two legs, two arms with appendages on the ends called hands, hair on his head, and a nose in the center of his face. A child's knowledge of the functions of the different parts of his body also forms part of his body concept.

9. WHAT IS BODY SCHEMA?

Body schema differs from body image and body concept in that it is internally unconscious and changes from moment to moment. A person's balance depends upon his body schema. Without it he would not be able to walk, sit down, bend forward, or make any other movement without falling over.

10. WHAT ARE SOME COMMON SYMPTOMS OF POOR VISUAL PERCEPTION?

Difficulty in recognizing objects and their relationships to each other.

Clumsy in performing everyday tasks.

Has difficulty with cutting and pasting.

11. WHAT ARE ACTIVITIES THAT MAY BE USED FOR SPECIFIC SKILL DEVELOPMENT?

The following activities were developed by the Early Childhood staff, Rebecca Strickland and Mary Ann Smith.

PRE-WRITING SKILLS

LACING SHAPES

Objectives: To strengthen eye-hand coordination.
To develop fine motor skills.

Ages: 4 and 5

Materials: 4 sheets poster board, yellow, green, blue and red. Rug yarn for lacing.

How To Make: Cut and laminate large shapes.
Punch holes around the edge one inch apart.

Directions: Child laces shapes by threading yarn in and out of holes.

PARQUETRY AND CUBICAL BLOCK DESIGNS

Objectives:
To develop manual dexterity.
To develop perceptual awareness.
To promote visual memory.

Ages: 4 and 5

Materials: One set cubical blocks and/or parquetry blocks
9 x 12 poster board.
Pattern designs ranging from simple to complex.

How To Make: Copy designs on poster board.
Laminate

Directions: Place correct color block on top of block design.
Copy design with blocks beside or below the design on the card.
Copy design from memory.
Child creates own designs.

LANGUAGE DEVELOPMENT

FLANNEL BOARD STORY - "Five Little Easter Eggs"

Objectives: Sequential Order
Left to right sequence

Ages: 3 to 5

Materials: 20 x 17 flannel board.
Felt squares, blue, red, yellow, purple and green.

How to Make: Cut Easter egg shapes 8" x 5 1/2"

Directions: Arrange felt eggs in left to right sequence as in poem below:

"FIVE LITTLE EASTER EGGS"

Five little Easter eggs
  lovely colors wore;
Mother ate the blue one,
  then there were four.

Four little Easter eggs,
  two and two, you see;
Daddy ate the red one;
  then there three.

Three little Easter eggs;
  and before I knew,
Sister ate the yellow one,
  then there were two.

Two little Easter eggs,
  oh, what fun,
Brother ate the purple one,
  then there was one.

One little Easter egg;
  see me run!
I ate the last one,
  and then there were none!

ALL ABOUT ME

Objective: To develop positive self-concept.

Age: 3 to 5

Materials: 2 - 9 x 12 sheets poster board
4 - 9 x 12 tagboard
binders, lamin, paste, film, flashbulbs, camera, magazines.

How to Make: Photograph child for first page in book.
Child selects three topics of interest for his book.
Illustrations maybe drawn or cut from magazines.
Print appropriate title on each page.

Suggested titles:

My name is ______________________________.
This is my family.
My favorite color, toys, food, etc.
This is my handprint.
This is my footprint.
I like to __________________.

Individual pages will be completed periodically.
Laminate and bind book when pages are completed for child to take home.

Directions: Discuss child's book when presenting to parent.
Encourage parents to discuss book with their child.

MATH CONCEPTS

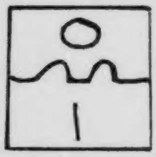
NUMBER PUZZLE

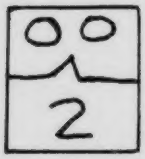
Objectives: To develop fine motor coordination.
To promote visual discrimination.
To promote ability to match numerals with sets.

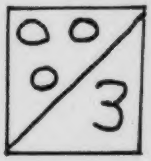
Age: 5

Materials: 10 sheets 9" x 12" poster board, lamin.
Pictures of sets 1 - 10.

How to Make: Paste picture of set at top of each card.
Write corresponding numeral under each set.
Draw a wide wavy line between the set and the numeral.
Laminate and cut.







Directions: Child puts puzzle together.

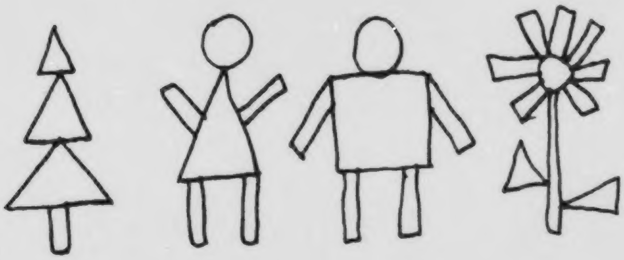
SHAPES

Objectives: To recognize four basic shapes.

Age: 3 to 5

Materials: Poster board, construction paper, paste, lamin, binders and envelopes.

How to Make:
1. Assemble shape book with one shape per page.
2. Matching Game
   Draw designs on poster board
   Cut corresponding shapes from construction paper.
   Laminate design and shape.
   Put shapes for each design in envelope and clip to design.



3. Follow-up with pasting activity using same materials as matching game.

Directions:
1. Discuss MY SHAPE BOOK using the following poem:

   I'm mother circle, shaped like a pie,
   I'm baby triangle, 3 sides have I,
   I'm daddy square, my sides are four,
   I'm uncle rectangle, shaped just like a door.

2. Matching Game
   Child matches shapes to design.
3. Paste design from memory.
   When designs are completed laminate and bind for child to keep.

COLOR:

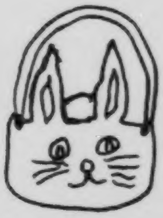
FIND THE CHICK

Objectives: To reinforce color recognition.
To distinguish sizes.

Ages: 3 to 5

Materials: Plastic Easter Eggs - assorted colors and size.
One small Easter chick, plastic gallon bottle, paper fasteners, felt scraps, Easter grass.

How to Make: Cut plastic bottle as illustrated using felt scraps for face.



Directions: Discuss colors and sizes.
Find the surprise hidden in one egg and talk about it.
Child close eyes while adult hides chick in one of the eggs.
When child finds chick he describes color and size of the eggs.

FISHING GAME:

Objective: To reinforce color recognition.

Age: 3 to 5

Materials: Red, yellow, blue, green, orange, purple, brown, black and white construction paper, dowel stick, twine, magnet, paper clips and lamin.

How to Make: Cut fish from construction paper, laminate. Attach paper clip at mouth. Assemble dowel stick like fishing pole with magnet for hook.

Diretions: Scatter fish on floor. Child goes fishing by naming the color of the fish he catches.

FOR FURTHER ACTIVITIES, SEE THE CURRICULUM GUIDE:

"Early Childhood Objectives for Five Year Old Migrant Children"

The Florida Child Compensatory Program
Tallahassee, Florida

B. PHONETIC ANALYSIS

Some questions and answers, by Sandra Kreider.

1. HOW DO THE TERMS "PHONICS", "PHONETICS", AND "PHONETIC ANALYSIS" DIFFER?

Phonetics is generally defined as the science of speech sounds, while phonics is defined as the portion of phonics which is applicable in teaching children reading. For the purpose of teaching reading, it is neither feasible nor desirable to try to teach all that is known about phonetics. Phonetic analysis is the analysis of a word into its phonetic elements for pronunciation purposes.

2. WHY IS EAR TRAINING FUNDAMENTAL TO UNDERSTANDING AND USING PHONICS?

The ability to hear the differences between various letter sounds and recognize the same sound in different words is essential to using phonics in word attack.

3. HOW DO THE TERMS "LETTER-NAME", AND "LETTER-SOUND" DIFFER IN MEANING, AND WHY IS IT IMPORTANT THAT A CHILD KNOWS THE MEANING OF EACH?

The term letter-name means the actual alphabetical name of the letter, e.g., "ess"for s, "bee" for b. Letter-sound refers to the way a particular letter actually is pronounced in a word, e.g., "sss" for s, "mmm" for m.

4. WHY DO MOST EDUCATORS TODAY OPPOSE THE "WHOLE WORD" METHOD OF TEACHING READING, OTHER THAN FOR ITS VALUE IN FACILITATING THOUGHT-GETTING AND IN GIVING PRIMARY CHILDREN SUCCESS IN THE EARLY LEARNING-TO-READ STAGE?

It relies far too heavily upon one faculty--memory.

5. IS THERE ANY ADEQUATE SUBSTITUTE FOR THE "PHONICS APPROACH" AS A TECHNIQUE FOR TRAINING IN INDEPENDENT WORD ATTACK?

No, phonics calls for observation, comparison, and analyzation. It compels a child to think for himself. Most children want to think things through for themselves and attain independence in reading.

6. SURVEYS SHOW THAT APPROXIMATELY 80 to 87 PERCENT OF ENGLISH WORDS CAN BE SOUNDED ACCORDING TO SOME SIMPLE RULES. HOW CAN A CHILD BE TAUGHT TO RECOGNIZE CERTAIN OF THE SMALL PERCENTAGE OF WORDS WHICH CANNOT BE SPELLED PHONETICALLY WHEN HE IS BEGINNING TO READ?

These relatively few inconsistencies can be memorized through (1) general configuration--shape and length of the word, (2) a tactile-kinesthetic approach, such as tracing a word with a finger while sounding it out, (3) unusual characteristics of the word--height of letters, parts of letters that fall below the line, or slant lines, and (4) differences in pronunciation.

7. WHEN SHOULD A CHILD'S TRAINING IN PHONICS BEGIN?

It is advocated that the teacher start teaching initial consonant letter-sounds as soon as the child is ready to realize that "baby" and "boy", or any two basic vocabulary words, begin with the same letter-sound. The auditory study of speech sounds should be begun in kindergarten and even in preschool years.

8. DO ALL CHILDREN LEARN PHONICS CONCEPTS IN THE SAME MANNER?

One child may be able to learn a phonics concept through listening, another through observation, another through tactile experiences, and still another through a combination of two or more of these means.

9. HOW DO "KEY WORDS" SERVE AS A USEFUL TOOL IN TEACHING PHONIC ELEMENTS?

The use of "key words" will enable a child to relate the unknown to the known. Each letter-sound has been given a representative picture-word whose recall makes it possible for a child to meet a new word and immediately identify the initial sound. Thus, the first tool of phonics is learned. For example, a child may come to a new word beginning with "t". He identifies this as the initial letter-sound in his key word "top", thus recalling how the word top begins, and thereby knows how the new word begins.

10. HOW DOES PHONICS BEST FIT WITHIN A READING PROGRAM?

Phonics is but one aspect of word recognition; word recognition is only one goal of the reading program. Thus phonics is best taught in conjunction with other word recognition skills. The ability to use sound-symbol relationships is one of the more important reading skills, but is just one and shoud be so regarded.

I. Sounds of Consonants

Auditory perception of consonant sounds should precede visual perception or visual-auditory perception.

1. Exercises in which the teacher says words which sound alike at the beginning.

Teacher says: sun, soap, see, baby, ball, box, piano.
picture, party

2. Develop idea that penny and pig sound alike at the beginning. Then ask pupil to think of something used to write with that begins with the sound as the word penny - (pencil, paper, pen); a color (pink, purple); something to eat (peanuts, popcorn, pie, potatoes).

3. Practice in reproducing the beginning sound of a word pronounced by the teacher.

   Teacher says "mother"

   Child sounds "m"

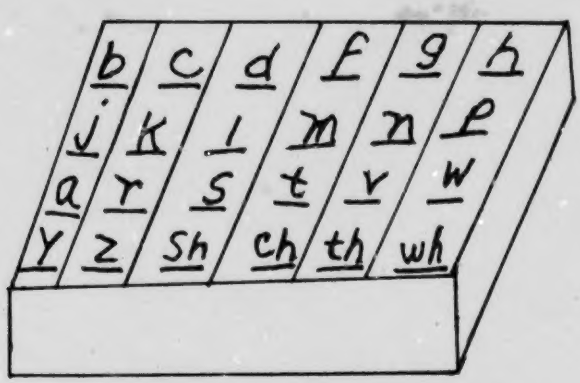
   Later child sounds "m" and also names beginning sound also.

4. Provide catalogs, magazines etc., for child to cut up. As a letter sound is learned, child can select and cut out pictures which begin with this sound and paste them on a chart with the letter written at the top.

5. A consonant picture dictionary can be made by the pupil. A piece of oaktag or heavy construction paper should be provided for each consonant. The capital and small letter symbol should be written at the top of each sheet, and the sheets arranged in alphabetical order and fastened with notebook rings. Child collects pictures and pastes them on the correct page by matching beginning sound of picture with correct letter.

6. A baby food carton containing twenty-four divisions can be used for categorizing beginning sounds. A slit is made on top of each compartment and a consonant letter placed above or below each

slit. Sets of picture cards (the cards from Dolch's Consonant Lotto game are very good for this purpose) are placed in the corresponding slits.



Lid of box should
be connected here.
Other three sides
should be cut so
lid can be raised.

This activity can be teacher directed to assure proper placement of each card, or pupil can use it as an independent activity to be checked by the teacher later.

7. Pipe cleaner or sandpaper letters mounted on oaktag are traced by child as he produces the sound of the letter.

8. Exercises in which the child combines visual and meaning clues to determine beginning sound.

For example:

DIRECTIONS: Put a c before all the words that start like "can" and "come" and that also names an animal.

_____cat
_____duck
_____eel

_____candy
_____eat
_____camel

_____cow
_____chair
_____canary

_____cookies
_____elephant
_____calf

9. DIRECTIONS: Make a word naming something to eat by putting the first letter of word on the left in the right blank. The first one is done for you.

put ___p___each come ______orn

car ______ake ball ______eat

some ______oup mother ______eans

10. DIRECTIONS: Write the first part of the word in the space. It starts like one of the words below the sentence.

Bob ran ___________ome

help some ball

I want to go with______other.

find may call

Baby likes to _____ lay

doll no put

II. Substitution of Initial and Final Consonants

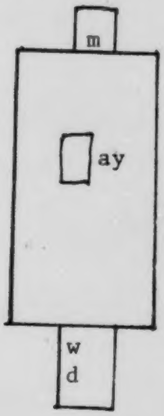
The following exercises are designed to develop the ability to see the relationship between words which are alike except for the initial or final consonant and to build readiness for attacking unknown words through substitution of initial or final consonants.

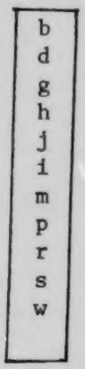
1. Teacher writes a column of words on blackboard, all beginning with same letter.

big	change to	pig
boat		coat
ball		fall
barn		yarn
boy		toy
bump		jump

Pupil tells what part of these words is the same and underlines the part. Then change the first letter of each to form a new word.

2. Individual tachistoscopic devices can be made to practice consonant substitution.





3. Exercises choosing correct word discriminating beginning sounds

Shall we __________here?

sit it bit

The show was ______funny it made me laugh.

no do so

My new coat is ________.

bed red led

When I am sick Mother gives me a ________.

bill pill mill

4. Underline the two words in each sentence that are alike except for the first letter.

The boy let me get the wagon.
A big pig was in the barn yard.
It is fun to play out in the sun.
On Saturday the farmer went down into town.
A tall boy threw the ball.
The farmer showed me how to milk the cow.

5. Exercises requiring discrimination of final consonants. Underline the two words which are alike except for the last letter.

My father met two men for lunch.
Pat poured the milk in the pan.
The arrow has tin on the tip.
The bear cub put his foot in the cup.
The funny monkey had a feather in his hat.

6. Exercises in which the final consonant of the word under each sentence must be changed to make a new word that fits in the blank.

a) The baby does not ________ well.
feed

b) This is a new________on the floor.
rub

c) Dan had a________tire on our car.
flag

d) Children like to play in the________.
park

e) There is a long________on his plant.
room

f) I like to write with my new________.
pet

g) The________I like best is dinner.
meat

h) A bear________lives in the zoo.
cup

i) John is a tall________boy.
slip

III. Long Vowels

Very often vowels in words have the short sound, so the child should be encouraged to try a new word with a short vowel sound. If however, the word does not sound like one he knows, or if it doesn't make sense, in the context, then he should be encouraged to try to sound the word with a long vowel sound. There are several different rules for governing long vowel usage with which the child should become familiar.

As in the case of the short vowels, one long vowel at a time, should be taught until the child understands the principle thoroughly. Then, as new uses are taught the ones learned formerly should be reviewed. This procedure is suggested since it is assumed that the child who needs remedial reading is uncertain of long vowel sounds and their uses. Review of all rules and vowels at the same time may only add to the confusion. The following are the rules to consider when teaching the long vowel sounds, one at a time. The teacher should emphasize the fact that these rules are only usually true, but that occasionally there will be exceptions.

1. Long vowel sounds have the same sounds as the sounds of the letter names. (Ex.) ice

2. A single vowel at the end of a one-syllable word usually is long. (Ex.) me

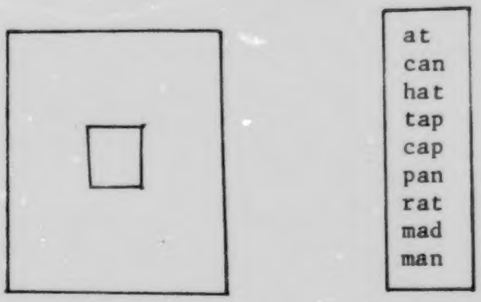
3. In one-syllable words in which there are two vowels, the second one being a silent e preceded by a single consonant, the initial vowel is long. (Ex.) mail

4. In certain vowel combinations as ai,ay,ea,ee,oa,oe, and ow, the second vowel is usually silent and the first usually long. (Ex.) goat

A. The long vowel a

   1. In one-syllable words in which there are two vowels, the second one being a silent e preceded by a single consonant, the initial vowel is long.

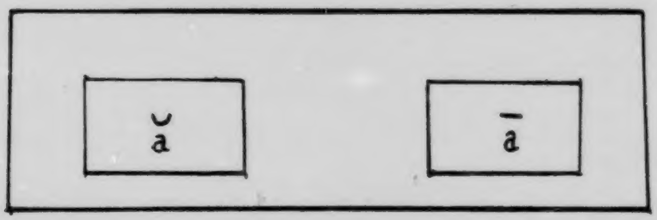
(a) Tachistoscopic device which changes short a to long a.



Ask the child to draw the slip with a short a words through the slots and change the short a to long a.

(b) Have flash cards for short a words. Have one small card with an e. Have another small card . Place the e card along side the flash cards and pronounce the words correctly, changing the short a to long a. If consonant blends are readily pronounced, add the following words: slat, plan,scrap.

(c) Have a chart with two pockets, one labeled long a and one labeled short a. Mix a set of short a words and the corresponding long a cards. Have the child place the cards in the correct pockets.



a cards: at, can, hat, tap, cap, pan, rat, mad, man, slat, pan, ate, cane, hate, tape, cape, pane, rate, made, mane, slate, plane. Have the child pronounce each word as he puts it in the pocket.

(d) Select the word that fills in the blank.

(1) The boys _________ to have the rain come.
(hate hat)

(2) The ball broke the window ________.
(pan pane)

(3) The old man walked with a ________.
(can cane)

(e) Cross out the silent vowel. Give the other vowel its correct marking.

ate cane
hate tape
cape pane
rate made
mane slāt~~e~~
plane

(f) Draw a circle around the words with long a's.

at hat tap cap
[✓ hate] cape hate plane
can mad man [✓ tape]
[✓ made] pan rat ate
slate rate [✓ mane] cane
pane made

(g) Fill in the blanks with the proper words.

(1) (at, ate)

He ________at home.

He is ________home.

(2) (can, cane)

He ________ do it.

He walks with a ________.

(3) (not, note)

He is ________at home.

He sent a ________.

(4) (hat, hate)

He put his ________on his head.

I ________ to go in.

(5) (mad, made)

He ________ a big wagon.

He was ________at the boy.

(h) Vary the exercises above so that the child cuts out words and pastes over the line.

(i) Use some of the exercises included at the end of this outline.

2. In certain vowel combinations, for example, ai, ay, the second letter usually is silent and the first, long.

Examples:

aim, air, bait, braid, brain, claim, fail, faint, gain, gait, hail, laid, lain, mail, maid, paid, pail, rain, raid, sail, saint, snail, tail, wait, bay, clay, day, gay, hay, may, play, pray, ray, say, slay, stay, tray, way.

Explain to the pupil that when two vowels are next to each other, sound the name of the first vowel, and skip the second vowel.

(a) Fill in the blank with the correct word.

(1) He made a ________with the rope.
(brad braid)

(2) You think with your ________.
(brain bran)

(3) She was a ________in the big house.
(mad maid)

(4) John made a horse of ________.
(clan clay)

(5) Cut the ________tomorrow.
(hay has)

(b) Finish the word. Read the sentences orally.

(1) We like to pl________cowboy.

(2) You have lost your w________.

(3) I will take the boat to the b________.

(4) We will ride on the tr________n.

(5) Is there m________for me?

(6) Put the b________t on the hook.

(c) List the ai and ay words for the pupil. Have him cross out the vowel which he does not sound. He may put the long mark on the long vowel.

Example: r$\bar{a}\cancel{i}$n

(d) Exceptions which do not follow the rule and must be taught separately:

said says aisle aye again plaid

B. The long vowel i.

Proceed with teaching the long vowel i in the same manner as the long vowel a was taught. Include daily review of vowel a. Some of the words that may be used follow:

bike bite bride crime dine fine file
kite life like mike mite nine pike
pile pine pipe quite ride ripe side
site slide spike spite tide tile time
wide wife wipe wise

Some of the pairs of words that may be used in exercises follow:

bit bite kit kite quit quite
din dine pin pine rid ride
fin fine pip pipe rip ripe
sit site slid slide spit spite
win wine

In the section devoted to teaching the long vowel a are listed exercises which give practice in reading one-syllable words ending with a lilent e. Exercises similar to those may be used to teach the long i in one-syllable words with two vowels, one of which is a final silent e.

C. The long vowel u.

Proceed with teaching the long vowel u in the same manner as the long vowels a and i were taught. Include daily review of vowels a, and i.

Some of the words that may be used follow:

cue cute fuse fume mule muse mute
prune crude dude duke dupe fluke lute
nude rude rule tube tuba

Some of the words that may be used in pairs follow:

cub cube tub tube
dud dude cub cube

Exercises similar to those in the section which describes teaching the long a sound, may be used for teaching the long u sound.

D. Teaching the long vowel o

Proceed with teaching the long vowel o in the same manner as the long vowels a, i, and u were taught. Include daily review of the long vowels a, i, and u.

1. When the vowel o appears in a one-syllable word ending in a final e, the vowel e is silent and the vowel o has the long sound.

Words that may be used for teaching this follow:

bone code coke dome dope dose grope hole
hope hose home poke pole pope pose quote
rode role rope robe sole tone tote vote
yoke

Pairs of words that may be used for exercises follow:

hop hope rod rode
pop pope tot tote

2. In the vowel combinations, oa, ow, and oe, the second vowel is usually silent and the first usually long. Words that may be used for teaching this follow:

boast boat cloak coal coast coat float
foal foam gloam gloat goad goal goat
groan load leaf loam loan moan moat
oak road roam roast soak toad toast
doe foe goes hoe toe blow bow
bowl crow flow glow grow low mow
owe own row show snow stow throw
tow

Exercises for teaching the long vowel o may follow the types suggested for teaching the long vowel a in the beginning of this outline.

IV. Short Vowels

Most of the words a pupil meets in beginning reading instruction contain short vowel sounds because of their monosyllabic nature. For pupils who are experiencing difficulty in needed word attack skills, and who appear to need a systematic phonics program, the short vowels are usually taught before the long vowels. when pupils are able to recognize the consonant sounds, the teaching of the short vowels often aids in blending skill, word building, and rapid word recognition.

The pupil is helped to form the generalization that a single vowel at the beginning or in the middle of a one syllable word usually has a short sound.

As a remedial procedure, emphasize mastery of one short vowel at a time. One suggested order is: (1) short a, (2) short i, (3) short u, (4) short o, (5) short e. When a student, in sounding words, is confusing the short vowels, it usuallly helps to emphasize one at a time. It is necessary to remember to review the ones which were learned after a new one is introduced. For instance, after the short a is recognized in words and the short i is introduced, the child should have daily review exercises using the short a words.

TEACHING THE SHORT A

1. Develop auditory perception of the short a by using a key word such as apple. Have pupil listen for the sound of a as in apple.

   Teacher says:

   add an at ask
   am as ant ample

2. Develop ability to hear the sound in the middle of words. Teacher says several words with the sound such as cat, back, tag, bat, had, glad. Have pupil add to the list.

3. Provide further practice in auditory discrimination by adding a word with a different sound.

   Teacher says:

   fat tap tip
   glad map note
   stack pack stick

   The child claps when he hears a different vowel sound.

4. Place a list of known words on the board.

   Example:

   sat man cap
   back bad can
   hat fan sad

   Pronounce each word slowly. The teacher may move her hand slowly under each word. Stress the sound of the a without isolating it. Have the pupil say the word and listen for the sound of the a. Have pupil note how this sound differs from the letter name. Now ask the pupil how many vowels he sees in each word and where the vowels are located. Continue this type of exercise until the child is able to note:

a) Each word contains the vowel a.

b) The a is in the middle of the word.

c) The a has its short sound.

5. Provide a "grab bag" of objects or pictures of things in which most of their names contain the short a sound.

For example:

bat pan cap can
fan rat lamp tack
map hand cat band
ant jam jack-in-the-box
and cup cake thread fork

Have pupil select the objects or pictures with the short a sound.

6. Provide catalogs and magazines for pupil. Find, cut and paste pictures of objects with the sort a sound.

VOWEL: SHORT A

DIRECTIONS: Draw a line under the word which best fits each sentence. Write the word in the blank.

1. We heard our school ______________________.
bank band back

2. Mary got ______________________ in her shoes.
sank sad sand

3. The dishes will dry in the ______________________.
track rack rank

4. Santa had a ______________________ on his back.
sack rack tack

5. Do not walk too ______________________.
past fast last

6. Do you like to ______________________ your hands?
clap trap pack

7. This is a good ______________________ to follow.
tan plan land

8. A ______________________ is a good friend.
pack pal rap

9. A ______________________ holds money.
band rank bank

10. A train runs on a ______________________.
track tack rack

VOWEL: SHORT A

DIRECTIONS: Read each sentence. Draw a line under each word with the short a sound.

1. Our school has a flag.
2. My brother saw a crab.
3. My cat got in my lap for a nap.
4. We did not have a lamp at camp.
5. The baby had a pan in the sand.
6. Mary will clap as fast as she can.
7. Father bought a black hat.
8. There is a rat trap in the barn.

bat
cat
bad
an
fat
at
am
dad
had
can
ham
cab
and
pat
sap

gas
ask
add
lamp
camp
hand
fast
lad
ran
last
rag
mad
pan
mat
sand

map
rat
nap
rap
wag
tap
ran
band
tag
pal
clap
slap
back
pad
past

MORE DIFFICULT SHORT A WORDS

stack
brag
stamp
flag
crack
slack
grab
slam
slant

scratch
ranch
champ
mash
smack
yank
scab
slang
scalp

draft
clamp
crash
slash
match
graft
plant
flash
whack

drag
brand
cramp
flask
slab
blank
strap
grand

gasp
tramp
clasp
track
stash
snatch
blast

clang
thrash
patch
splash
branch
grasp
snack

TEACHING THE SHORT I

1. Review short a and its key picture word. Introduce short i and a key picture word such as igloo. Proceed to develop auditory perception of the short i sound by saying the following words and having the pupils listen for the short i sound in each word.

   Short i at the beginning. Teacher says:

   it is imp inch indian
   if in ill itch idiot

   Short i in the middle. Teacher says:

   fin milk did hit
   sin silk lid sit
   win sick tip kit

2. Give further practice in auditory discrimination by saying three or four words, one with a different vowel sound.

Example:

thick this thank

miss beg slip

4. Ask the pupil to tell some words that rhyme with sit (hit, fit, kit, mit, bit), dish (fish, wish) Dick (pick, sick, kick) and big (fig, wig, dig, pig).

5. Write the words on the board in columns as they are given. Pronounce each word slowly with pupil stressing the sound of short i but so not over stress it. Teacher may move her hand slowly under each word. Have pupil listen for the sound of short i. Ask pupil how many vowels he sees in each word and where the vowel is located. Continue the above type exercises until the pupil is able to note:
    a) Each word contains the vowel i.
    b) The i is either at the beginning or middle of the word.
    c) The i has its short sound.

6. Provide a "grab bag" of objects or pictures of things whose names contain the short i sound.

   For example:

   pig thimble ship dish

   pin stick milk clip

   hill kit bib fist

   Have pupil select the objects or pictures with the short i sound.

7. Use word family approach to help "fix" pupil memory.

ig ill in itch ick

Have pupil add a letter to make a word he knows and then say the word.

8. Provide exercises similar to those suggested for the short a for practice and reinforcement.

9. Provide review exercises in auditory and visual perception of short a and short i.

Example:

Auditory Perception

Teacher says the word and the pupil tells the vowel sound heard.

pick
pack
band
list
task
drip
stand
brag
mist
grip
scratch
bliss
itch
mast
grasp
hack
chin
skim
rash
last

For visual perception list words on board. Have pupil say the word and draw a line under the vowel. Examples of other exercises are given on the following pages.

VOWEL: SHORT I

DIRECTIONS: Read these nonsense sentences.

Underline each word with a short i.

Did you ever see

A dish in a fish?

A witch with an itch?

A pig with a wig?

A pin with a fin?

A stick do a trick?

Dick ate a brick and got sick.

A drip on a trip had a slip.

The drill on the grill stood still.

Jack slid on a lid and hid.

Biff and Tiff had a cat named Riff.

VOWEL: SHORT I

RHYMES

DIRECTIONS: Circle the right short i word.

Write the word in the blank. Make rhymes.

1. We had a nice trip

   At sea on a ____________________.

   dip ship flip

2. Jack did ask him

   To go for a ____________________.

   swim skim rim

3. As quick as a wink

   Mother gave us milk to ______________.

   think sink drink

4. Do you think that a pig

   Can really dance a ________________.

   fig wig jig

5. The bells did ring

And the birds did ______________________________.
sing thing ding

6. The wall of brick

Was not very ______________________________.
chick thick stick

7. I did not want to miss

My mother's good-by ____________________________.
bliss kiss king

8. How the boy did wish

That he would catch a __________________________.
dish fish swish

VOWEL: SHORT I

DIRECTIONS: Say these short i words.

milk
sick
bricks
stiff

lip
swim
tick
stick

print
splint
bib
twin

Choose the correct words to fill the blanks below.

1. Something good to drink. ______________________.

2. A fish can do it and you can too. ____________.

3. It means the same as ill. ____________________.

4. It is a part of your mouth. __________________.

5. A way to write a word. _______________________.

6. Houses are made of them. _____________________.

7. Something for a broken arm. ______________________________.

8. A baby wears it. ____.

9. Something a clock does. __________________________________.

10. A pin will do it. ____.

VOWEL: SHORT U

DIRECTIONS: Make words by putting in the short vowel u. Say the word:

b_d
c_p
t_b
b_s
h_t
b_g
b_n
h_m
G_s
n_t
m_ff
f_zz
h_g
p_ff
m_tt
d_ll
b_zz
s_n

DIRECTIONS: Mark the short u vowel in these sentences. Draw a ring around the word.

1. Gus saw a bug on the rug.
2. It is fun to run in the sun.
3. The duck ran behind the truck.
4. Jack dug a tub of mud.
5. Bud stuck the ball.

VOWEL: SHORT U

DIRECTIONS: Circle the right short u word. Write the word in the blank. Make rhymes.

1. The man with the gun
Likes to hunt for ______________________________.
run fun nun

2. My puppy is in the tub
for a bath and a ______________________________.
hub rub stub

3. It was my good luck
to find the baby ______________________________.
buck duck cluck

4. The driver of the bus
Did not like to ______________________________.
us fuss Gus

5. The man in the hut
Had plenty of grass to ______________________________.
nut rut cut

6. Mother gave me a hug
For staying off the ______________________________.
rug dug tug

7. The fox began to huff
And then he began to ______________________________.
ruff puff muff

8. When the boy jumped the stump
He fell, and got a ______________________________.
jump hump bump

VOWEL: SHORT U

DIRECTIONS: Read each riddle. Draw a line under the short u word that will answer the riddle.

1. It says "quack quack".

   luck duck buck

2. It is a baby bear.

   tub hub cub

3. We like hot dogs on it.

   sun bun run

4. It is a kind of insect.

   bug rug hug

5. Children sometimes have them.

   humps mumps dumps

6. Sometimes you get it on your shoes.

   mud bud cud

7. Someone lives in it.

   rut but hut

8. You can do this to a tune.

   drum hum sum

VOWEL: SHORT U

DIRECTIONS: Change the vowel to make a new word that makes sense in the sentence. Write the new word in the blank. The first one is done for you.

1. There is a stump of a tree in our yard.
stamp

2. Don't ____________ your trash here.
damp

3. This ________________ is good.
pinch

4. Please give me a ____________ of water.
tab

5. Mother ______________ me in bed every night.
ticks

6. My candy has ____________ in it.
nits

7. _____________ the puppy's back.
Rib

8. The truck's wheels were in a ____________.
rat

9. Please ________________ my string.
cat

10. The camel has a __________________ on his back.
hemp

VOWEL: SHORT O

DIRECTIONS: Read these nonsense sentences. Underline each word that has the short o sound.

Did you ever see:

A cot in a pot?

A box on a fox?

A pod with a rod?

A hog in a fog?

A cop with a mop?

A rock stop a clock?

DIRECTIONS: Circle the short o words in each sentence

Tod got a hot rod.

Rob did sob on his job.

The dog on the log was in a fog.

Pop will mop the shop.

Shock the clock with a block.

The hot pot got on the cot.

VOWEL: SHORT O

DIRECTIONS: Make words by putting in the short vowel o.

Say the word.

st_p

j_t

m_p

b_x

cl_ck

p_t

n_t

n_d

tr_t

fl_p

pl_t

f_g

r_b

d_ck

j_b

fr_ck

DIRECTIONS: Read the sentences. Mark the short o words.

1. Prop the mop on the block.
2. Lock the stock room when you stop.
3. The pot is not hot.
4. The top went pop.
5. The spot on the sock was odd.

VOWEL: SHORT O

not
hot
cop
spot
got
top

dot
odd
mob
rock
drop
tot

sock
rot
pod
sob
block
lot

crop
plot
cob
mop
pond
log

DIRECTIONS: Draw a ring around the words with the short o sound.

clock
cob
cope

hot
toad
stock

note
drop
coat

sob
robe
cot

DIRECTIONS: Use short o words from the exercise above to fill in the blanks.

1. My food is too ______________________________.

2. The ______________________ tells the time.

3. I like to eat corn on a ___________________.

4. Do not ___________________________ the glass.

5. Another word for cry is ___________________.

VOWEL: SHORT O

DIRECTIONS: Circle the right one.

1.	Which one is a place for sleep?	cot	cop
2.	Which one is a place for a boat?	flop	dock
3.	Which one is something to cook in?	top	pot
4.	Which one is something to wear?	sock	rock
5.	Which one is used to clean the floor?	cop	mop
6.	Which does the farmer grow?	crop	flop
7.	Which one comes from a gun?	slot	shot
8.	Which one means work?	rob	job
9.	Which one is the same as a store?	shop	chop
10.	Which one goes with a key?	mock	lock

VOWEL: SHORT E

DIRECTIONS: Say these words. Listen for the short sound of e.

Draw a ring around the short e in each word.

fed
den
Ed

met
bed
leg

web
net
yes

let
peg
pet
rest

jet
ten
egg
Fred

men
test
get
step

DIRECTIONS: Draw a ring around the short e in each word.

elf
sled
seat

meet
nest
jet

step
keep
web

me
deck
feel

DIRECTIONS: Use short e words from the exercise above to fill in the blanks.

1. Mary was an ______________________________ in our school play.
2. We made a _________________________ of match cards.
3. I like to play on my ______________________ in the snow.
4. We saw a ___________________________ flying over head.
5. Watch your _____________________ so you don't fall.

VOWEL: SHORT E

DIRECTIONS: Make words by putting in the short vowel e. Say the word.

b_g
g_t
m_ss
Fr_d
sh_d
p_ck

b_st
st_p
j_t
dr_ss
n_ck
k_g

h_lp
f_d
r_st
fr_sh
w_nt
t_nt

DIRECTIONS: Read the sentences. Mark the short e vowels in these sentences.

1. Beth will press the red dress.
2. Ted took a rest in the best bed.
3. The ten men fled by sled.
4. Get the wet pet in a net.
5. Speck's neck felt wet.

VOWEL: SHORT E

DIRECTIONS: Circle the right short e word. Write the word in the blank.

1. It is ______________________ to cross at the light.
   rest best
2. We had a ______________________ in math.
   west test
3. Four is ______________________ than five.
   less mess
4. Father pays ______________________ by the week.
   dent rent
5. Please ______________________ my broken doll.
   mend lend
6. My dog can stand up and ______________________.
   peg beg
7. Take a ride on my new ______________________.
   bled sled
8. Jack had a dime to ______________________.
   blend spend
9. Mary will ______________________ my dress.
   press chess
10. Let me know ______________________ you are ready.
   when then

VOWEL: SHORT E

DIRECTIONS: Choose the right short e word. Write it in the blank. Say the rhyme.

1. The boy from the west
Has on a red ______________________.
zest vest test

2. The cub scouts went
To town for a ______________________.
rent lent tent

3. The pig lives in a pen
And the fox lives in a ______________.
den ten men

4. Mother was sure to check
Everyone's clean __________________.
neck speck peck

5. The side was bent
And the top had a _________________.
rent rest best

6. It was an easy test
So we did our ______________________.
zest rest best

7. John wanted me to guess
Which was more or _________________.
mess less dress

8. Have you ever felt
A nice silk _______________________?
belt pelt welt

VOWEL: SHORT E

DIRECTIONS: Read each riddle. Draw a line under the short e word that will answer the riddle.

1.	It is a part of a boat.	neck	deck	peck
2.	It is a kind of plane.	net	pet	jet
3.	It is the opposite of more.	mess	press	less
4.	It is a home for a fox.	den	ten	pen
5.	It is another name for a nap.	pest	zest	rest
6.	It means to fix.	lend	spend	mend
7.	A bird or a hen can do this.	peck	deck	heck
8.	Money is used for this.	tend	spend	trend
9.	A place to sleep at camp.	rent	spent	tent
10.	You can find one on the beach.	shell	smell	yell

REVIEW

Sounding Short A, I, U, O, and E

Remember the vowel sound heard at the beginning of the key picture words - apple, igloo, unbrella, octopus and egg. Say these words and listen for the short vowel sounds.

elk
pelt
risk
mass
desk

bliss
rest
task
hump
drip

felt
wilt
class
cob
grab

tilt
glad
junk
gasp
spell
splint
slosh
crust
grant
sped

gut
lick
chest
crib
glass
grunt
wed
brim
bunch
whisk

shell
stand
press
smell
blunt
stamp
bled
stud
trust
swim

REVIEW

Short A, I, U, O, and E

DIRECTIONS: Put the right short vowel word in the blank.

1. Please help me ______________________ for my trip.
pink pack peck

2. We get our water from a ______________________.
pad pump punch

3. The train goes ______________________ my house.
last past fist

4. We ______________________ our doors at night.
block lock sock

5. Push it back with a ______________________.
stuck stick stock

6. The sun sets in the ______________________.
west rest nest

7. This toy did not ______________________ very much.
list cost cast

8. We tried to ____________________ the rock.
crush crash hush

9. Please get a ____________________ milk shake.
thank thick tick

10. You can buy a ____________________ of apples.
pick peck pink

REVIEW: SHORT A, I, U,O AND E

DIRECTIONS: Say these words. Listen for the short vowel sounds.

Read the sentences below. Put the right word in each blank.

lock
trap
plus

crept
tricks
crop

truck
inch
steps

tramp

1. The farmer set a ____________________ for the fox.
2. My dog can do some funny ____________________.
3. The ____________________ asked for food.
4. We use a ____________________ sign when we add.
5. We rode on a ____________________.
6. The farmer did not have a good ____________________.
7. The little boy fell down the ____________________.
8. The old car just ____________________ along.
9. John is just one ____________________ taller than I am.
10. This the key for the ____________________.

V. The Effect of R on a Preceding Vowel

When a vowel or a combination of vowels is followed by r the vowel sound is slightly changed.

I. The vowels with r as ir, er and ur all have the same er sound. It is described on the following page as the "sound the rooster makes." Let the child "crow" for each sound, then read the words under the rooster in each list.

A. After the student has practiced reading these words orally, let him practice writing the words in exercises using the chart as a key.

An example of such exercises follows:

1. The money is in her p__se.
2. The little b__d said, "Ch__p."
3. Wet paper will not b__n.
4. The cl__k sold me the shoes.
5. It belongs to the little g__l.
6. He did not wait for his t__n.
7. Jane put h__doll in the chair.

B. Have the child select the correct word and write it in the blanks.

1. A ______________________________ has a shell.
   (turtle tortle tartle)
2. A ______________________________ can fly.
   (bird bard bord)

3. The cows were in the ______________________.
(hard herd hord)

4. John fell in the ______________________.
(dirt dart dort)

er

- her
- term
- perch
- clerk
- stern
- verse
- nerve
- fern
- herd
- jerk
- serve

ir

- bird
- firm
- thirst
- chirp
- girl
- stir
- fir
- sir
- third
- shirt
- thirty
- flirt
- dirt
- birth

ur

- spur
- church
- turn
- hurl
- curve
- hurt
- purse
- burn
- burst
- curl
- nurse
- blurt
- cur
- fur
- churn
- curb
- spurt
- turkey
- blur
- hurry

II. The vowel a with r has a distinctive sound. Words to be pronounced and read orally for practice with this phonogram follow:

barn
jar
car
yarn
farm
dart
mark
yard
tar
dark
cart
march
harm
part
card
scar
hard

III. The vowel o with r has a distinctive sound.

A. Words to be pronounced and read orally follow:

sort
cork
sport
horn
stork
born
north
fork
cord
horse
worn
snort
fort
pork
corn
storm

B. Exercise for practice with the ar and or phonograms.

Have the child fill in blanks using ar or or:

1. Cows and horses are on the f ____________m.
2. Grandmother lived f_____ away.
3. We eat with a knife and f _____k.
4. My shoes are w _____n out.
5. Let us go play in the p _____k.
6. Write your name on the c ___d.
7. John tied the box with a c ____d.
8. The ship sailed into the p ___t.
9. The man was b ____n in 1900.
10. The farmer looked in the b ____n.

C. STRUCTURAL ANALYSIS

"Questions and Answers"
By Ruthel Hankerson

1. WHAT IS STRUCTURAL ANALYSIS?

Structural analysis is one of the major types of analytical techniques used in reading. This skill enables the child to take a word apart and sound out the parts to help him identify it.

2. WHAT ARE SOME STRUCTURAL ANALYSIS SKILLS?

Structural analysis involves some of the following skills:

1. compound words
2. inflected forms
3. prefixes
4. suffixes
5. root words
6. syllabication
7. contractions

3. WHAT IS A COMPOUND WORD?

A compound word is a combination of two distinct known words that are joined to form one word.

4. WHAT IS THE MEANING OF INFLECTED FORMS?

Inflected forms of words have to do with person, case, gender, number, tense, and comparison. Common inflectional endings are s, es, er, est, ed, and ing. Usually the basic meaning of an inflected form is contained within the root word.

5. WHAT ARE PREFIXES AND WHY ARE THEY IMPORTANT?

A prefix is a syllable that is added at the beginning of a word.

Prefixes are important because they change the entire form of the word. More importantly, it changes the meaning of the word. Therefore, the child is expanding his meaning vocabulary and also gaining an understanding of the origin, or history, or words.

6. WHAT ARE SUFFIXES AND WHY ARE THEY IMPORTANT?

A suffix is a syllable that is added at the end of a root word.

Suffixes are important. They also change the entire form of the word. They have their own meaning; therefore, when added to a word it (the word) has a different meaning. Suffixes are useful for expanding a child's meaning vocabulary and understanding the origin, or history, of words.

7. WHAT IS SYLLABICATION AND WHY IS IT IMPORTANT?

Syllabication is dividing words into syllables for the purpose of identifying unknown words.

Syllabication is important because it helps the child to break words into smaller units, pronounce these, blend, and thus recognize words in his speaking and listening vocabularies.

With the use of syllabication, the child becomes less dependent upon letter phonics. Finally, syllabication helps the child in his spelling and writing.

8. WHAT IS A ROOT WORD AND ARE THEY IMPORTANT IN TEACHING READING?

A root word is that part of a word which allows a prefix or a suffix to be added in order to form a new word and also a different meaning.

9. IS IT ESSENTIAL TO DEVELOP PROFICIENCY IN STRUCTURAL ANALYSIS?

It is most essential for the pupil to develop proficiency in structural analysis because of the vocabulary that the intermediate and upper grade child meets in typical social studies and science books. However, if these skills are overstressed in isolation, it could cause the pupil to develop word-by-word reading.

10. WHEN DO WE BEGIN TEACHING STRUCTURAL ANALYSIS SKILLS?

The simple skills under structural analysis should begin as early as first grade.

11. WHY DO READING SPECIALISTS FEEL THAT SIGHT WORDS ARE VITAL IN READING?

Many reading specialists feel that the sight words are important because a number of children are eager to begin reading the first day of school. The sight word approach enables him to gain early success in reading.

12. IS IT NECESSARY TO TEACH STRUCTURAL ANALYSIS AT THE JUNIOR HIGH OR EVEN COLLEGE LEVEL?

In many instances, it is very necessary to give instruction to many students at these levels. If the student cannot recognize words quickly and accurately and cannot begin the attack of new words by dividing into syllables and pronouncing them, it is very probable he has never become a mature reader, with reading skills developed beyond those of the elementary child. Instruction should include the utilization of context clues, structural and possibly phonetic analysis and the teaching of suffixes, roots, prefixes and dictionary skills; and the devising of supplementary exercises by the instructor.

NOTE: Several of the answers to my questions were taken from the following sources:

1. Teaching Word Recognition Skills, by Mildred Dawson
2. Phonics We Use Workbooks, Lyons and Carnahan
3. Reading Improvement in the Elementary School, by Donald C. Cushenberry

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TEACHING STRUCTURAL ANALYSIS SKILLS

I. ROOT WORDS

Many children who have difficulty in reading are not skillful in structural analysis. They may profit from instruction in root words with variant endings. A root word may be explained to them as the smallest part of the whole word that has meaning. It cannot be broken down further and still have meaning. Students shoud have practice, first, in recognizing the root word in larger words and, second, in adding inflectional endings. Practice encirling root words until the child has no trouble in identifying them.

Example:

landed-land	if he selects "an" explain that it must have meaning.

A. Finding root words within larger words.

1. Read a story with the student. Reread it to find all words which have root words. Then have the child reread the story to himself and encircle all root words.

Story:

John was going to play ball. He played and played. His older sister, Jane, was looking for him. She looked and looked. She saw him batting the ball. He batted it higher than a house. Then he was running. Jane said, "John, stop running and come home."

John and Jane started home. John said, "Jane, Tom hits the ball the hardest of all the boys."

Jane said, "Yes, but Tom is bigger. He is the oldest."

John said, "Yes, I will hit it harder next year."

B. Encircle the root words in the following list. Read the root words.

bags
asking
landed
camping
camped
killing
runs
lifted
lasting
hills
limping
added
handed
jumping
hops
adding

II. ADDING INFLECTIONAL ENDINGS TO WORDS

A. Read the following list of words orally. Write an s in the blanks.

ten boy ______ three bat ______ nine lid ______

six ball ______ four pin ______ two cat ______

Let the child discover that when we add s to names of persons, places, and things it changes the meaning of the word so that it means more than one.

B. Write an s in the blank and read the phrases orally.

John throw ______ Tom run ______ She find ______

Mary eat ______ Jane sit ______ He come ______

It hop ______ The girl want ______ The boy bat ______

Let him discover that when we add s to action words we mean that the one person we are talking about does the action.

C. Let the child note that when we add the mark ' and s to a name, we show that it belongs to that person.

Write: The boys went to find Billy's ball.

Discuss to whom the ball belongs and how you showed it when you wrote it. For practice fill in blanks with 's and discuss the meaning of each in the following sentences:

John found Billy'_____cap. (The cap belonged to Billy)
Billy found John'_____bat.
Miss Brown found a boy'_____coat.
Betty'_____dress was red.

D. Read the action words. Write an ed in the blanks. Reread. Use the words in sentences showing how the action happened in the past. Example: land_____The airplane landed in the field last week. (Encourage the student to add a phrase, as last week, to show past tense.)

fill___
kill___
limp___
camp___
ask___
bump___
jump___
kick___
spell___
last___
add___
list___

Help him note that when we add ed to action words we make the action take place in the past.

E. Ask the child to read the following words, add ing in all blanks, and then reread. Use the words in sentences. Example: fill_____ They are filling the pool with water.

limp______
land ______
last ______
kill ______
camp ______
ask ______
bump ______
jump ______
dump ______
pick ______
kick ______
spill ______

help the child to note that when we add ing to action words we are showing that the action is continuous or goes on for awhile.

F. Exercise for practice with s, ed, and ing.

Dictate sentences like the following to the child. Repeat the word that has an inflectional ending. Ask him to write the repeated word.

Example: Mr. Brown was limping as he walked down the hill.
limping. (Ask the child to write limping.)
We camped out last summer. Camped. (Write camped.)
The new boy rides to school every day. rides.
All of the bats are broken. bats.

G. It will have to be pointed out to the child that (1) usually a final consonant is doubled before the ending ing is added when only one consonant follows the vowel, and (2) usually a silent e at the end of the word is dropped before the ending is added. For example:

dig	digging	ride	riding
stop	stopping	take	taking
hit	hitting	write	writing
tap	tapping	hope	hoping
sit	sitting	dine	dining

For example: Ask the child to fill in the blank with the correct form of the word in parentheses.

We are ______________ our bikes because it is so far.
(ride)
Mother is __________ by the window this afternoon.
(sit)

III. COMPOUND WORDS

Many words are "put-together" words and the pupil should have practice in reading these and in putting words together. Children may have trouble with these, because they have been accustomed to learning total configurations, and to them a compound word is a "new" word. Exercises for practice in recognizing parts of compound words follow.

A. Have the student draw a line to separate the two parts. Ask him to read the parts separately and together.

oatmeal
airport
notebook
bedroom
eyelid
bluebird
railroad
anyone
birthday

grandmother
himself
workshop
driveway
seaplane
playground
hallway
inside
understand

fisherman
pocketbook
barnyard
popcorn
broomstick
upstairs
peanut
pancake
shortstop

B. Draw lines between the two words which will form a compound word.

back	white
base	side
bed	bone
bob	fish
hill	ball
star	man
milk	sled

C. Take one of the small words from each compound word below the sentence and make a new compound word to fill in the blank.

We went to New York in an ______________________________.
seaplane airport

Nine o'clock is Tom's __________________________________.
bedside sometime

Our ______________________________drives a white truck.
mankind milkshake

__________________________________ took our balls.
anyone someday

The boys hiked up the hill till they reached the ____________
___________________________.
hillside blacktop

There was ________________________________ on the beach.
milkweed seacoast

We could see the ships in the ________________________.
daylight moonbeam

John packed the present _________________________the box.
inland beside

We will go to church next ______________________.
Monday Sunshine

My older brother went _______________________________me.
withdraw outline

D. Give the pupil flashcards of compound words and have him read them. Let him cut each word into its two small words and mix them up, later putting them together again to form the original words.

Suggestions for groups of six follow:

beside bedtime

blacktop
campfire
classroom
cowboy
footstep

broomstick
classmate
cornstalk
daylight
footstool

drumstick
eyebrow
fireman
footprint
gumdrop
hilltop

farmland
eyelash
policeman
grandstand
hillside
horseback

IV. PREFIXES

When the student looks at a long word and cannot read it, he should first determine if it's a compound word. If it is not, he should look at it and try to separate any prefixes and suffixes. If he has not learned to do this, he should have some intensive instructions in recognizing and reading some simple prefixes. As the child learns to recognize and read these prefixes, the teacher should be sure that he knows how they affect the meaning of the word. This is as important as knowing how to read them. Begin with some simple prefixes and discuss the change in meaning.

A. Discuss that re means "back" or "again".

1. Read the root words. Then read the root words with prefixes, Discuss the change in meaning.

mind	remind	turn	return
gain	regain	place	replace
cross	recross	join	rejoin
enter	reenter	paid	repaid
name	rename	read	reread
load	reload	trace	retrace
plant	replant	new	renew

2. Fill in the blanks with the correct word.

We will ____________the story for the first time.

Tomorrow we will ________________________it.
read reread

You may ____________________around the circle.

If the line does not show, _______________around the circle.
trace retrace

We will all go out and _______________the tree.

If it blows over we will ________________________it.
replant plant

You may ____________the street to the store.

Then you may _________________________to meet me here.
recross cross

The men came to ________________the truck with apples.

Some of the apples fell off and the men had to _________

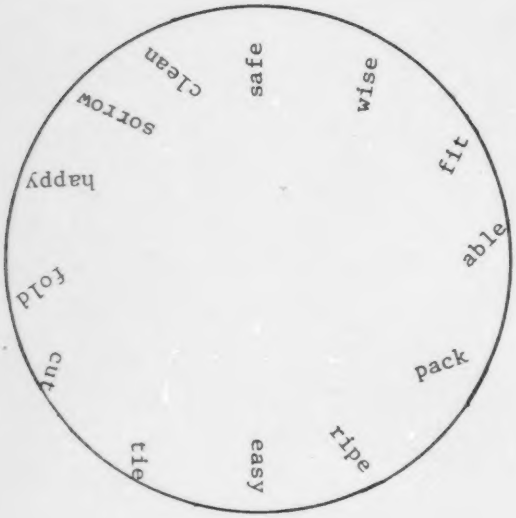
_____________________________the truck.
load reload

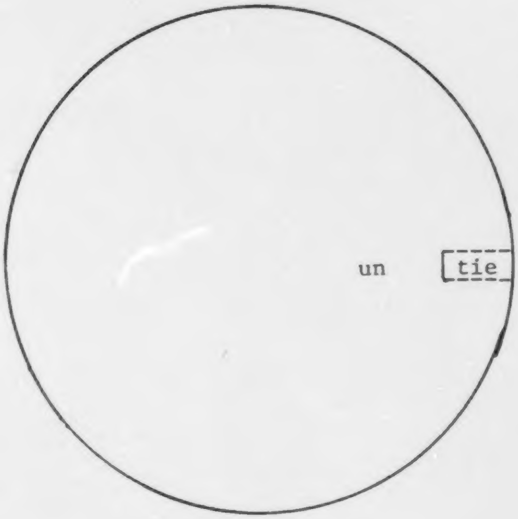
B. Discuss that un means "not" or "opposite".

1. Read the root words. Then read the root words with prefixes. Discuss the change in meaning.

able	unable	sold	unsold
pack	unpack	happy	unhappy
ripe	unripe	fold	unfold
sound	unsound	clean	unclean
easy	uneasy	cut	uncut
tie	untie	wise	unwise
safe	unsafe	fit	unfit

2. Make word wheel for prefix un.





3. Fill in the blanks with the correct words.

Tim will ____________ his trunk to go to grandmothers.

When he gets there he will ________________ it.

unpack pack

Those bananas are hard and ____________________.

These bananas are soft and ____________________________.

ripe unripe

When a horse is in the barn you may _______________ his rope.

When he is outdoors you must ________________ the rope about his neck.

tie untie

Tom was _______________________ when he lost his dog.

When it came running home he was ________________________.

happy unhappy

It is _______________ for you to be out alone at night.

It will be __________________ if your father goes with you.

safe unsafe

C. Discuss that dis means "the opposite of".

1. Read the root words. Then read the same words with the prefix added. Discuss how the meaning has changed for each one.

count	discount	own	disown
arm	disarm	loyal	disloyal
order	disorder	prove	disprove
place	displace	please	displease
color	discolor	honor	dishonor
like	dislike	trust	distrust

2. Make a word wheel for the prefix dis using the words in the list above.

3. Write in the correct form.

When we stop fighting we will ______________________.
arm   disarm

We will form a secret club and always ______________
trust

______________ _______each other.
distrust

You will ______, ____________________your mother if
please   displease

you clean your room.

That black stain will ______________________the
color   discolor

tablecloth.

Little boys and girls _____________________sitting
like   dislike

still for a long time.

D. Review of prefixes re, un, and dis.

1. Write the correct prefix in the blanks before the root words to make them mean what the words in the parentheses mean.

_____count (count again)
_____clean (dirty)
_____read (to read over again)
_____like (hate)
_____wise (foolish)
_____happy (sad)

_____please (annoy)
_____cross (cross again)
_____loyal (not faithful)
_____color (spoil the color)
_____safe (dangerous)
_____arm (take away guns)

2. Circle the word that means the same as the underlined word.

Please remind me to take my book home.

not tell tell again make

The mother is unable to drive the children to school.

can do it cannot do it wants to do it

We will discover a new way to the library.

tell find out talk about

The boys will rejoin the baseball team.

go back with leave again

When Fred gets to the gate he will dismount the horse.

get off get on again feed

E. Other prefixes used rather frequently:

Prefix	Meaning
ab, a	away from, from
be	by
de	from
in, en, im, em	in, into
ad, a, ap, at	to, toward
com, co, cor	with
con, col	under
ex, e	out of
inter	between
non	not
pre	before
trans	across

Prefix	Meaning
in, or, il	not
mis	wrong
ob, op, of	against
pro	in front of
sub	under, below, down

V. SUFFIXES

Intensive instruction in the recognition of suffixes may help the student in his attack upon long words. As the student learns to recognize and read these suffixes the teacher should be sure that he knows how they affect the meaning of the word. This is as important as knowing how to read them. Begin with some simple suffixes and discuss the change in meaning.

A. Addition to *y* to root words.

1. Have the child read the words. Add *y* in the blanks. Have the child read the words with the added *y*. Discuss the change in meaning. Help the student to understand that the added *y* means "full of".

hill_____
silk_____
grass_____
dust_____
mess_____
flash_____
wind_____
trust_____
chill_____
leak_____
speed_____
rain_____
rock_____
stick_____
bump_____
risk_____

2. Fill in the blanks with the correct word.

We walked on the path up the ________________.

We walked on the ______________________________path.
hill hilly

Jane's pretty dress was made of __________________.

Jane's _________________________dress was pretty.
silk silky

We felt the ____________________________air.

We felt the ____________________________in the air.
chill chilly

We picked up a dish with ____________________on it.

We picked up a ________________________________dish.
dust dusty

The room was __________________________.

There was a big _________________________in the room.
mess messy

B. Addition of ly to root words.

1. Read the list of words. Add ly in the blanks. Have the student reread the list of words with ly added. Have the student use the words in sentences. Discuss the meanings. Help the child to realize that the ly ending means "in a way that is".

bad_____
strong_____
swift_____
neat_____

brave_____
gay_____
sick_____
sad_____

pure_____
fond_____
safe_____
dim_____

glad_____
cheap_____
clear_____
man_____

2. Construction of ly word wheels using words above.

3. Put the correct word in the blank.

The Indian was ______________________in the fight.

The Indian fought __________________________.

brave bravely

The little girl walked ________________down the street.

The ______________________little girl walked down the street.

sad sadly

His books were all in a __________________pile.

His books were all piled _____________________.

neat neatly

The boy ran ______________________.

The boy was a ______________________________runner.

swift swiftly

Tom was_______________to do the work for his teacher.

Tom ____________________________did the work for his teacher.

glad gladly

C. Addition of ful to root words.

1. Have the student read the words. Add ful in the blanks. Read the words with ful added. Discuss how ful means "full of".

color_____

fear_____

fright_____

thought_____

hope_____

sorrow_____

hate_____

harm_____

play_____

joy_____

care_____

power_____

2. Fill in the blanks with the correct words.

The storm was _________________________ for the boys.

The boys were filled with ____________________ when the
fright frightful

storm came.

The man had a lot of _______________________ in his arms.

The man had ________________________________ arms.
power powerful

There was __________________ in the children that they

could go home.

The children were _________________________ that they
hope hopeful

could go home.

When the dog died his master was full of ___________.

The master was ______________________ when his dog died.
sorrow sorrowful

The girls were ____________________ not to burn themselves.

The girls took ___________________________ not to burn
care careful

themselves.

D. Other common suffixes to add to root words follow:

tion able ive ent

ant al ment ous

E. Addition of er and est to root words.

1. Read the following list of words. Add er in the blanks, and reread the words. Make up sentences using the words with the er endings. Help the student to understand that

when we add er to words it is comparing two things.

bright__________

tall__________

small__________

high__________

dark__________

long__________

short__________

strong__________

clean__________

green__________

2. Write the correct words in blanks. Discuss the sentences where a comparison is being made.

John is a __________________________boy.

John is ____________________________than his big brother.
short shorter

That is a ___________________________star in the sky.

That star is ____________________than the star to the
bright brighter
left.

Our school is ______________________than the post office.

Our school is a _____________________________building.
high higher

Tom is _____________________than the boy beside him.

Tom is one of the ______________________boys in our
tall taller
class.

Mary's room is always __________________________.

Mary's room is ______________________than her sister's.
clean cleaner

3. Read the list of words below. Then have the student add est in the blanks. Make up sentences using the words with the est endings. Help the student to understand that when we add est to words it is comparing more than two things.

fast__________

soon__________

black__________

cold__________

old__________

kind__________

light__________

long__________

new__________

warm__________

4. Write the correct words in the blanks. Discuss the sentence when the comparison is being made.

Preston is the __________________boy in our class.

Preston is a very __________________________________boy.
short shortest

That little lamb is the ____________________one in the flock.

We have only one _______________________lamb in the flock.
black blackest

The winter weather is very ____________________.

This month is the _________________________of the wintertime.
cold coldest

Our teacher is a very ___________________teacher.

We have the __________________________teacher in the school.
kind kindest

There is the ___________________snake in the zoo.

A snake is ___ __________________________and thin.
long longest

5. Write the correct word in the blanks. Choose the word from the list on the next page.

The star over our house is a _________________one.

James is _________________________than his brother.

Tim is the _______________child in kindergarten.

The new apartment building is ________________.

The paint on your picture is ____________ than mine.

You are holding the ____________ fishing pole in the store.

The ______________ fighter won the match.

This white house looks ___________ than the gray one.

This is the __________________ grass in the park.

If we run we will get to school__________________.

soon
bright
strong
high

taller
cleaner
darker

smallest
greenest
shortest

6. Write the correct words in the blank.

Eddie is a ________________________________ boy who can
strong stronger strongest
lift this box.

Tim is the __________________________ boy in his class.
tall taller tallest

Margaret kept her dress ________________________ than Pam.
clean cleaner cleanest

My grandmother is the _______________________ person in
kind kinder kindest
the world.

John is a ______________________________ runner and can
swift swifter swiftest
win every time.

Bill's grandfather is ______________________ than Mark's.
old older oldest

Mary will get to school_____________________ than Jane,
soon sooner soonest
because she has a ride.

Pete has the ______________________________ bike on the
new newer newest
street.

The night is ______________________________ and rainy.
black blacker blackest

The brick house is __________________________ than a
warm warmer warmest
wooden one.

VI. CONTRACTIONS

Sometimes when we are talking, we slide words together and leave out letters. We call these contractions. Here are some common ones. After you have read the contractions, write in the blanks the words that have been contracted.

A. didn't __________ _______
let's __________ _______
doesn't _______ _______
aren't ________ _______
hasn't ________ _______
he's __________ _______

it's _____________ ________
I've _____________ ________
o'clock ___________ ________
that's ____________ ________
here's ____________ ________
one's _____________ ________

B. can't _________ _______
she's _________ _______
won't _________ _______
don't _________ _______
there's _______ _______
you'll ________ _______

wasn't ____________ ________
couldn't __________ ________
shouldn't ________ ________
wouldn't __________ ________
hadn't ____________ ________
they're ___________ ________

C. haven't ________ ________ you're ________ ________

weren't ________ ________ I'd ________ ________

you'd ________ ________ we've ________ ________

I'll ________ ________ you've ________ ________

what's ________ ________ isn't ________ ________

I'm ________ ________ can't ________ ________

D. Fill in the blanks with the contraction of the two words below the blank.

1. John ____________________ want to go.
did not

2. We ____________________ walk by that house.
can not

3. Jane, ______________ be the first one to try.
you will

4. ________________ the matter with the little boy?
What is

5. ________________ the fish I caught.
Here is

6. If I were you ________________ go to the party.
I would

7. Don't go if ________________ sick.
you are

8. You ______________ go out in the rain.
should not

9. My little brother ________________ go home.
will not

10. We ______________ going to the beach today.
are not

E. Fill in the blanks with the two words that make up the contraction below the line.

1. The little boy __________ __________ know his way home.
didn't

2. The horses __________ __________ going to run well in the mud.
aren't

3. __________ __________ caught sixteen fish today.
We've

4. Tom __________ __________ going to walk all the way home.
isn't

5. The teacher __________ __________ let the children go in the storm.
wouldn't

6. Allen __________ __________ hurt very badly.
wasn't

7. The boys __________ __________ lift the heavy box.
can't

8. __________ __________ going to clean my room well.
I'm

9. __________ __________ a long way for him to walk home.
It's

10. The girls __________ __________ told their mother about it.
hadn't

D. I. VERBAL INFORMATION

By Jean Zipperer

1. WHAT IS VERBAL INFORMATION?

Verbal information deals with facts, ideas and concepts which are the content of language.

2. WHAT ARE SOME KINDS OF VERBAL INFORMATION SKILLS?

A. Identifying.

B. Classifying.

C. Use and production of concepts and facts.

3. WHAT ARE SOME SPECIFIC VERBAL INFORMATION SKILLS?

A. Identifying colors.

B. Identifying cardinal numbers.

C. Identifying words for weight.

D. Identifying synonyms and antonyms.

E. Classifying synonyms and antonyms.

F. Classifying by category.

G. Using descriptive words.

H. Using conjunction and relational words.

4. WHEN SHOULD VERBAL INFORMATION SKILLS BE TAUGHT?

Verbal information skills should be taught as part of oral language training, long before the student begins to decode the printed word. A basic verbal information skill such as classifying by category is part of the skills to be mastered at a listening and speaking level and continues upward to the very sophisticated skill of classifying spatial direction nouns.

5. HOW CAN VERBAL INFORMATION SKILLS BE TAUGHT?

Each new level of meaning requires a corresponding broadening of experience with objective reality. The quality of meaning is greatly influenced by the quantity and quality of previously acquired meanings and concepts. Therefore, the teacher must build upon the child's previous background of experience. Generally meaning is taught through the direct-experience approach or the vicarious experience approach. Direct-experience such as a visit to the farm and vicarious experiences such as storytelling and direct vocabulary instruction are used to teach verbal information. The following list of techniques can be applied at any level of teaching verbal information.

1. Experience with concrete objects.
2. Labelling.
3. Learning to read pictures.
4. Conversation and storytelling.
5. Description, riddle, rhyme, and puzzle games.
6. Audiovisual aids.
7. Dramatization, marionette and puppet shows, pageants, and operettas.
8. Constructing and using.
9. Use of oral and written directions.
10. Fitting objects and words into categories.

6. HOW CAN A TEACHER IDENTIFY VERBAL INFORMATION NEEDS AS A BASIS FOR WHEN AND WHAT TO TEACH?

The development of meanings or concepts follows a characteristic pattern. (Remember: a word is the verbal expression of a concept). First, the child must learn to discriminate one object from another. Gradually, with repeated experience with similar objects, he acquires new levels of meaning and his perceptions become wider, richer, more diversified, and more complex. He learns to identify the essential and the nonessential characteristics of the various realities in his environment. The child moves from simple experience to concept by way of abstraction and finally arrives at categorization. He will be able to categorize when he can group objects or experiences into classes. More simply stated, concepts (verbal information) develop from experience, and their richness and scope are in direct proportion to the richness and scope of the individual's experience.

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D. II. VOCABULARY ENRICHMENT AND EXTENSION

Some Questions and Answers

1. WHAT IS VOCABULARY AND HOW DOES IT RELATE TO THE TOTAL READING CURRICULUM?

   Many authorities and teachers define vocabulary as the variety of words that the pupil uses in his spontaneous writing vocabulary, or those words whose meanings he ultimately understands in reading--his meaning vocabulary. Under other circumstances, the term vocabulary is used to mean the words that a child can hear and understand--his listening vocabulary. But all educators realize that a pupil has these several vocabularies which vary in depth, accuracy, and the fluency with which the child uses each.

2. WHAT ARE SOME SPECIFIC SKILLS WHICH SHOULD BE INCLUDED IN VOCABULARY DEVELOPMENT?

   A vocabulary development program should include most of these skills:

   a. Meaning of Words
   b. Classification
   c. Multiple Meanings
   d. Word Concepts
   e. Synonyms, Antonyms, Homonyms and Heteronyms
   f. Contextual Clues
   g. Analogies
   h. Technical Terms
   i. Colloquial Language

3. WHAT IS THE TEACHER'S ROLE IN FURTHERING THE VOCABULARY GROWTH OF HIS STUDENTS?

   The teacher should not only be concerned with the apparent size of the students' vocabulary but with the extensiveness and the depth of meaning associated with certain words. It is essentially the responsibility to improve the listening, speaking, reading, and writing vocabulary of each student.

4. HOW DOES A TEACHER DECIDE HOW MUCH TIME AND EFFORT ARE TO BE GIVEN TO THE MEANINGS OF INDIVIDUAL WORDS?

   According to Cronbach, there are several behaviors necessary in understanding a word:

   a. Generalization--Can the child define the word?
   b. Application--Can the child recognize when an illustration of the word is properly named by the word.
   c. Breadth of meaning--Can the student recall different meanings of a word?
   d. Precision--Can the pupil apply the term correctly in all possible situations?
   e. Availability--Does the child actually use the word?

5. HOW CAN A POOR READER BE HELPED TO UNDERSTAND THE VOCABULARY AND CONCEPTS IN THE CONTENT AREAS?

   The teacher must not make assumptions that a student understands the vocabulary of a content area just because he uses it correctly. If a student thoroughly understands technical vocabulary in a specific area, such as social studies, he should be able to paraphrase the process. Such terms as embargo, tariff, expansion and imports should be defined and discussed in their contextual setting, using a variety of techniques and materials.

6. HOW EFFECTIVE ARE MECHANICAL DEVICES AND COMMERCIAL MATERIALS FOR TEACHING SIGHT VOCABULARY?

To use any audio-visual device which provides a "canned" program that has little relationship to the reading children are doing would hardly fit any real need. All media, no matter how costly and well organized, must be modified to the specific needs of children if they are to be effective.

7. HOW DO EXPERIENCE AND CULTURAL BACKGROUND RELATE TO THE DEVELOPMENT OF A MEANINGFUL VOCABULARY?

Reading retardation has a complexity of causes. Nevertheless, one of the main reasons for such poor results in reading is the meager experiential background children have in developing an adequate vocabulary. The intellectual interests of the family, its verbal intercommunication, and the student's play, interests, hobbies, and pastime endeavors influence the vocabulary development.

8. HOW DOES THE VOCABULARY OF DISADVANTAGED CHILDREN COMPARE WITH THE STANDARD BASIC WORD LIST?

According to Thorndike's studies the following tabulations were made:

Grade	Thorndike's Prediction	Vocabulary of Disadvantaged Children
Two	3,600	1,032
Three	4,500	1,641
Four	5,400	2,146
Five	6,400	2,800
Six	7,500	3,536

This meager vocabulary places quite a limitation on disadvantaged younsters' reading, for on the basis of the comparisons made in this investigation, disadvantaged children know, on the average, only every second or third word found in their textbooks. Not knowing every second or third word is a serious handicap and one which precludes very much learning from reading.

9. HOW DO SIMILES, METAPHORS AND IDIOMS DIFFER?

A simile is a figure of speech that compares two entirely different things or actions by the use of "like" or "as". Example: The lamb's fleece is as white as snow. A metaphor is a figure of speech in which the comparison between two different things is simply implied. Example: The stars were diamonds twinkling in the black velvet sky. An idiom is a common expression whose understood meaning differs from the literal meanings of the words in it. Example: We hung on by the skin of our teeth.

10. WHAT ARE SOME ACTIVITIES THAT SHOULD BE INCLUDED IN A SUCCESSFUL VOCABULARY DEVELOPMENT CURRICULUM?

According to Beery, the following activities should be included in a program over a period of months:

a. The student should be exposed to a wide background of first-hand experiences.

b. Visual aids such as pictures, slides, filmstrips, movies, and charts should be readily available to students.

c. The teacher should provide numerous opportunities for oral language expression and listening.

d. There should be continuous explanations by the teacher to clarify fundamental concepts.

e. There should be oral reading and storytelling by the teacher on a regular basis. Because the teacher can read materials somewhat more advanced than the children can read for themselves, the opportunities to extend understanding are many.

f. Involve pupils through the use of interest projects or group committee reports.

g. Emphasize concept-building in the content fields. Example: In a unit on China, definite steps should be taken to develop such concepts as houseboat, chopsticks, rice field and rickshaw.

h. A continuous exposure to a free reading program. The more a child reads, the better he reads.

i. The frequent use of the dictionary to clarify pronunciation and sharpen meanings of words.

j. Frequent informal and direct word study to promote an interest in words.

11. WHAT ARE SOME ACTIVITIES WHICH MAY BE USED TO ENRICH AND EXTEND VOCABULARY?

(See this Booklet)

Vocabulary Development in the Classroom
By Lee C. Deighton
Teachers College Press

12. WHAT ARE SOME MATERIALS THAT MAY BE USED TO TEACH VOCABULARY SKILLS?

a. MACMILLAN READING SPECTRUM

For grades four and above

Vocabulary Development Booklets

Level: 1-6 Price $1.14 Pupils' Books - $1.50,

Teacher's Guide Company: The Macmillan Company - School Division - 255 Ottley Drive, N.E., Atlanta, Georgia 30324 - Phone (404) 876-6794.

b. PICTO-CABULARY SERIES

Twelve Titles - Total of 36 Books

A Teacher's Manual

1 Unit Answer Key

1 Final Booklet Test for each 36 books

1 Final Booklet Test Answer key for each 36 books

1 Package 600 Worksheets

Level: Elementary - Price $46.50

Company: Barnell Loft, Ltd., 958 Church Street, Baldwin, New York 11510 - Phone (516) TN-8-6064

c. VOCABULARY BUILDER SERIES

A sequential Vocabulary Building Program where words are presented in a variety of meaningful contexts for Grades 6-12. Levels: 1-6 Price: $.75, Pupil's book; $.25, Teacher's Key Company: Educators Publishing Service, 75 Moulton Street, Cambridge, Massachusetts 02128.

d. WORD-LEARNING POWER LEVELS 1, 2, 3, and 4

Study Group Pak, consisting of 1 VT-1 and 1 VT-2 (sets of aural-oral cassette tapes). 10 Student Books and Teacher's Manual. Pretest and Posttest and accompanying manual. Sturdy storage case with handles.

Levels: Elementary, Junior High, High

Price: $328.75

Company: PLAN, INC., 1307 West Markham, Little Rock, Arkansas 72203, Phone: (501) 374-1312.

e. WORDS TO WEAR SERIES

A series of six books which involve pupils in meaningful vocabulary exercises. Pupils must (1) study the picture carefully, (2) Read the word(s) below the picture, (3) Study the pronunciation guide, (4) Read the paragraph about the picture, (5) Answer questions about the definition - Elementary - Junior High. Company: Barnell Loft Ltd., 958 Church Street, Baldwin, New York 11510.

f. WORD BUILDING

A student workbook with perforated pages. Information and practice are given in these areas:

(a) How to Study Vocabulary

(b) Choosing and Using a Dictionary

(c) Vocabulary and the Parts of Speech

(d) How Words Enter English

(e) Greek Roots

(f) The Processes of Semantic Change

(g) Prefixes and Suffixes

(h) Latin Roots

Company: The Macmillan Company, New York, N.Y.

13. WHAT ARE SOME MEANINGFUL EXPERIENCES WHICH MAY BE PROVIDED TO FURTHER VOCABULARY GROWTH?

Refer to: Reading Games And Activities
By Mary E. Dorsey
Fearon Publishers
Belmont, California

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Jones, Daisy Marvel, Teaching Children to Read, New York: Harper Row, Publishers, 1971.

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Russell, David H. Children Learn to Read, New York: Ginn and Company, 1961.

Spache, George D. Reading in the Elementary School, Boston: Allyn and Bacon, Inc., 1968.

I. Meaning of Words

A. Complete each statement with the correct word.

1. To be unhappy means to be ______________. (sad).
2. Another word for fast is _____________. (quick)
3. A group of cows is sometimes called _________. (cattle)
4. The meal that we eat first in the morning is __________. (breakfast)

B. Complete each definition with the correct word.

1. To break down into small bits by pounding or crushing ______. (grind)
2. To throw, hurl, or toss _________________ (pitch)
3. Extremely large or great ________________ (huge)
4. To say again _________________(repeat)

C. Underline the two words that have the same meaning.

1. stroked, cried, stopped, peeped, wept
2. silly, kind, foolish, still, real
3. awful, strange, cross, large, unusual
4. explore, pond, lean, tape, stream

D. Circle the group of words that have the same meaning as the word underlined.

1. John stopped to listen to his mother.

   to strike some - [✓ pay attention to] - to watch someone

   to speak to someone

2. The old man sat under the cherry tree.

   over, between, [✓ beneath,] beside

E. Use these four words to describe the words underlined: when, who, why, where.

1. He went to put the jars away in the cellar. (where)
2. Someone locked the door and didn't take the key out. (who)
3. "I wonder where I'll sleep tonight," he whispered to himself. (when)
4. Two weeks went by before she went to the beach to see the dolphin. (why)

II. Classification

A. Complete the sentences:

1. Yellow, brown, blue, and green are ____________. (colors)
2. Fox, skunk, monkey and donkey are __________. (animals)
3. Shirt, pants, dress and coat are ___________. (clothes)
4. Rose, carnation, tulip and gardenia are ________.(flowers)

B. Give some words to complete each category.

1. Names of relatives - (cousin, sister, uncle, grandmother,etc.)
2. Things to read - (newspaper, book, letter, poem, etc.)
3. Kinds of jobs - (milkman, teacher, trainer, lifeguard, etc.)
4. Parts of a tree - (branches, limbs, leaves, trunk, etc.)

C. Look at each group of words and underline the word that does not belong.

1. stream, river, lake, pond, forest
2. sang, gazed stared, looked,watched

3. toe, head, back, shoe, mouth

4. Bill, Mary, Eddie, Fred, Robert

D. Circle the two words that are concerned with the same topic.

1. plants, supper, yard, smoke
2. fruit, ranch, sky, basket
3. warm, breakfast, eggs, plenty
4. step, soup, bake, cookies

E. Give four answers for each question.

1. What can you find in the kitchen?

   (honey, faucet, glasses, spoon, etc.)

2. What can you see in the park?

   (leaves, squirrel, bench, grass, trees, etc.)

3. What will you see at the beach?

   (sand, waves, seashell, umbrella, etc.)

4. What can you find on an automobile?

   (wheel, horn, tires, tag, etc.)

III. Multiple Meanings

A. Discuss the meanings of these words as they are used in each sentence.

1. I have a pet rabbit.
2. Father likes to pet my baby sister.
3. We heard the dog bark late last night.

4. The bark on the tree is beginning to peel.

5. The elephant uses his trunk to drink water.

6. We found an old trunk filled with clothes.

7. Father has a huge black felt hat.

8. I felt the snake with my hand.

B. Complete each definition with a word. Each word has two different definitions. Give a sentence for each definition. Words: pitcher, batter, store, left, train, stand, spring, lying.

1. To teach or instruct __________________________(train)
2. The player who throws the ball to the batter _ _______(pitcher)
3. To keep an upright position of the feet __________(stand)
4. The person who bats the ball in baseball _________(batter)
5. The telling of lies ________________(lying)
6. To put away for future use ________________(store)
7. A place where goods are sold _____________(store)
8. Past tense of to leave ____________(left)
9. A mixture of flour, milk and eggs used in cooking ____(batter)
10. A season of the year __________________(spring)
11. A container for liquids_______________(pitcher)
12. A flow of water coming from the earth __________(spring)
13. A locomotive running on rails _______________(train)
14. The position for resting or sleeping __________(lying)
15. Opposite of right ________________(left)
16. A stall or counter where goods are sold _________(stand)

V. Word Opposites or Antonyms

A. Write a word that is the opposite of each word.

1. outside ____________________ (inside)
2. coming ____________________ (going)
3. oldest ____________________ (youngest)
4. small ____________________ (large)
5. opened ____________________(closed)
6. found ____________________ (lost)
7. soft ____________________ (hard)
8. clean ____________________ (dirty)
9. forget ____________________ (remember)
10. dry ____________________ (wet)
11. buy ____________________ (sell)
12. quiet ____________________ (noisy)
13. above ____________________ (below)
14. true ____________________ (false)
15. awake ____________________ (asleep
16. empty ____________________ (full)
17. bottom ____________________ (top)
18. heavy ____________________ (light)
19. late ____________________ (early)
20. wife ____________________ (husband)

VI. Contextual Analysis

I. Pupil may anticipate meaning through exercises that require the addition of a single word to complete the meaning of the sentence.

For example:

A cat is an ______________. (animal, vegetable)

The boy ate __________ apples. (tree, three)

You buy bread in a ___________. (story, store)

II. Exercises presenting complete sentences which contain an incorrect word.

For example:

Mary picked a bouquet of flours.

Tom brought a model airplane at the hobby shop.

Sam hammered a pail into the board.

III. Exercises using multiple meanings of the same word.

For example:

A big green fly got into the dog's hair.

A bird can fly up high.

Father looked at his watch to see what time it was.

"Watch me do a trick", said Tom.

I gave Father a pretty blue tie for his birthday.

The mouse tried to tie a bell on the cat.

IV. Short stories with words missing to be filled in by the pupil.

For example:

Mother put some meat and water into a _____________. (pot, pole, pool). She was going to make some ____________. (sand, soup, sweet.) Then she carried the pot to the ___________. (stairs, stones, stove). It had to cook for an ______________. (house, hour, horse.)

In My Garden

In my garden there are beautiful _______. A robin built a _______ in one of the ______. Some boys saw some _________ in the nest. The mother ______flew down and frightened the boys. The mother bird sat on the __________to keep them __________. Soon the eggs were hatched and little ___________came out.

"Dick," _________Mother, "will you go to the store for me?" "Yes, _________", said ________. "What shall I get?" "I need a ______ of butter, a loaf of ________, and a _________eggs," said _________. "Hurry!" _________ran to the store and was soon back. "Thank _______ very much," said Mother. "Now you may go out and _______." "You're welcome, Mother," said __________. Then he went to play ball with his ______________.

V. Exercises in which context clues will tell meaning of unknown words.

For example: (ask pupil to insert number in correct blank)

1. a law
2. a teacher
3. to jump
4. to hate
5. wet, muddy, ground

1. I detest (_) homework. There is nothing I hate more.
2. There is a ban (_) against riding bicycles on the sidewalk.

3. There is a marsh (_) at the edge of the woods. Do not get stuck in the mud.

4. Mr. Parks is my baseball coach (_). He is the best teacher I have ever had.

5. The frog could leap (_) from one rock to the other without falling in the pond.

VI. Exercises to strengthen ability to use meaning clues in deterining pronunciation of words.

For example:

I can read that book tomorrow.
I have just read this story.

The wind blew through the trees.
You must wind that toy to make it go.

Bunny wanted a home to live in.
The toy makes the sound of a live animal.

VII. Cut and paste exercises. Words to be used in blanks are cut out and pasted in correct box.

For example:

down	Mother	said
help	have	to

"I can help you," said Ann to ☐

"Come ☐ bed," said Mother. Jack can ☐ Father.

"Look ☐ here," said Jack to Ann. "Thank you," ______ Ann to Jack. "We can ☐ fun," said Ann.

A. Using context clues, finish the missing letters in each word.

1. She went to the window and looked o--. (out)
2. Mary wanted to skate. Mother told her to be very c------. (careful)
3. He was hungry but he couldn't eat his d------. (dinner)
4. Jane began to cry. She was so un------ (unhappy)
5. His dog, Old Red, heard a noise. He began to b---. (bark)
6. Dogs are smart animals. They can be t----- to do many tricks. (taught)
7. That night before he went to b--, he decided to r--- a story. (bed), (read)
8. Mark wanted to be a cowboy. He loved to ride h-----. (horses)
9. They went by a water hole so the cattle could get a d----of w-----. (drink), (water)
10. He was w------, not riding, so it took a long time to r---- the school. (walking), (reach)

B. Choose the correct word for each sentence.

1. The boy took his ______________ to a hill. (write, bite, kite)
2. I heard the ___________ ring. (tell, bell, fell)
3. Did the baby __________ down? (stall, ball, fall)
4. He put __________ on his kite. (ring, thing, string)
5. I like books about _________ people (real, read, ready)
6. It is hard to ___________ a tiger. (latch, catch, match)
7. We like to play on the ___________. (peach, reach, beach)
8. He wants to _________ his new shoes. (hear, wear, worn)
9. You ____________ to school early. (came, come, coming)
10. Mother is ______________ bread today. (baked, baking, bakes)

VII. Meaningful Associations

A. Match the word in Column I with the related word in Column 2.

	Column 1			Column 2
1.	door	______	a.	string
2.	bike	______	b.	stories
3.	astronaut	______	c.	key
4.	kite	______	d.	water
5.	chicken	______	e.	pedals
6.	book	______	f.	rocket
7.	pool	______	g.	eggs
8.	honey	______	h.	sweet
9.	teeth	______	i.	metal
10.	supper	______	j.	birthday
11.	iron	______	k.	paw
12.	handle	______	l.	meal
13.	forest	______	m.	cages
14.	mouse	______	n.	trap
15.	house	______	o.	mouth
16.	tiger	______	p.	day
17.	fields	______	q.	trees
18.	hours	______	r.	roof
19.	zoo	______	s.	body
20.	arms	______	t.	flowers
21.	party	______	u.	pot

VIII. Analogy

A. Fill in the blank with the correct word.

1. light as a ____________(feather, cotton, etc.)
2. hard as _____________(nails, rock, etc.)
3. soft as ______________(cotton, mush, etc.)
4. black as _____________(night, coal, soot, etc.)
5. white as _______________(a ghost, snow, etc.)

B. Complete these ideas.

1. A clerk _______________. (barks, sells, sews)
2. A student _____________. (flies, crawls, learns)
3. A blanket _____________. (warms, cools, runs)
4. A diamond ____________. (jumps, sings, sparkles)
5. A bird ____________. (flies, swims, jumps)

C. How are these words related? (Pupil may give oral responses.)

1. pencil - pen (Both used for writing)
2. telephone - dial tone (Must get a dial tone before using phone.)
3. grape - raisin (Raisins are dried grapes.)
4. boat - oars (Oars are paddles used to move a boat.)
5. swim - backstroke(A style of swimming)
6. books - library (Books are found in the library.)
7. widow - widower (Both lost their mate through death.)
8. fish - trout (Trout is a kind of fish.)
9. baseball - innings (Nine innings in a baseball game)
10. throat - swallow (Objects that are swallowed go down the throat.)

IX. Synonyms and Homonyms

Write "S" if the words are synonyms and "H" if they are homonyms.

1. cents ____H____ since
2. woman ____S____ lady
3. bag ____S____ sack
4. through ____H____ threw
5. huge ____S____ large
6. fourth ____H____ forth
7. bear ____H____ bare
8. week ____H____ weak
9. also ____S____ too
10. frightened ____S____ scared
11. grinned ____S____ smiled
12. rode ____H____ road
13. berry ____H____ bury
14. middle ____S____ center
15. ate ____H____ eight
16. sun ____H____ son
17. ours ____H____ hours
18. eager ____S____ anxious
19. admire ____S____ like
20. cruel ____S____ mean

X. Word Meanings

A. Answer these statements true or false. Explain your answers orally.

1. Tennis is a game that can be played in the classroom. False
2. A robot is a machine that resembles a man. True
3. A pillow is used to raise the feet. False
4. Blind people read by using Braille. True
5. There are at least 30 letters of the alphabet. False
6. A canvas is a kind of food. False
7. An artist may use an easel when he is painting. True
8. To snicker means to strike or hit someone. False
9. A trout is a kind of bird. False
10. Parsley may be found on the dinner table. True
11. A legend is a story handed down from earlier times. True
12. A warrior is a man skilled in warfare. True
13. To be united means to be divided. False
14. A heliport is always located near a river. False
15. To retreat means to withdraw into safety or privacy. True
16. The army is a branch of the military forces. True
17. There are many hues of red and green. True
18. It takes dignity and courage to be an honest person. True
19. History is a record of past events. True
20. Another word for mysterious is puzzling. True

XI. Technical Terms

Classify the following words under one of these major headings, Science, Mathematics, Music, or Sports.

1. piano
2. animals
3. baseball
4. addition
5. gallon
6. note
7. chorus
8. pollution
9. inning
10. umpire
11. vapor
12. violin
13. radar
14. staff
15. subtraction
16. basketball
17. triangle
18. pitcher
19. oxygen
20. square

Answers:

Science	Mathematics	Music	Sports
pollution	addition	piano	baseball
vapor	subtraction	note	inning
radar	triangle	chorus	umpire
oxygen	square	violin	basketball
animals	gallon	staff	pitcher

XII. Colloquial Language

A. Explain what the following expressions mean:

1. gets on my nerves (annoys or bothers someone)
2. in over his head (too difficult for a person)
3. takes after his father (has looks or ways like father)
4. kicked the bucket (died or passed away)

5. tied the knot (got married)

6. got stoned (got drunk)

7. put his foot in his mouth (said the wrong thing)

8. a jack-of-all-trades (can do many things)

9. down on his luck (having problems)

10. looks up to his father (worships or admires father)

B. Read each sentence and express it in your own language.

1. The boy's smile was as warm as the sun.

2. His face was as round as a full moon.

3. Green-carpeted mountains rose steeply before them.

4. There were lovely shower trees, dripping with rainbow-colored blossoms.

5. Above were the mountains, with lazy clouds floating about their peaks.

6. The mountains were blanketed with trees and bushes.

7. A sudden savage wind tore a clump of banana leaves, whipping them into a wild dance.

8. A huge ball of wool-thick fog blanketed the boys.

9. Only the peaks of Pali still wore a crown of fog.

10. In its ghastly glow the leaves shone as though they had just been scrubbed.

SITUATIONS THAT ENCOURAGE VOCABULARY DEVELOPMENT

By June Travers

Probably the chief means of encouraging growth in the vocabularies of boys and girls is to provide them with many meaningful experiences such as:

1. Talking with one another, with the teacher, and with visitors.
2. Listening to stories told by the teacher, the librarian, and other boys and girls.
3. Listening to directions and explanations given to them.
4. Listening to poems read or given by the teacher, librarian, or other boys and girls.
5. Reading, telling, or listening to stories.
6. Reading poems silently and orally.
7. Discussing poems and stories.
8. Looking at pictures.
9. Drawing pictures and deciding on captions for them.
10. Making posters or other displays for bulletin boards.
11. Making a mural or a "movie"
12. Listening to a radio or television program.
13. Seeing a "movie".
14. Planning work activities and evaluating them.
15. Reporting on events that have taken place.
16. Looking at material on exhibit.
17. Watching the bulletin boards.
18. Making a class book or a book by a committee or by individual pupils.
19. Planning and giving a party.
20. Planning and giving a puppet show, a play, or a pageant.
21. Writing a news sheet or a class or school newspaper or magazine.
22. Singing or composing songs.
23. Participating in choral reading.

24. Planning and putting on a book fair or a school exhibit.

25. Planning a class or school program.

26. Playing games.

27. Doing creative writing.

28. Writing letters, reports, and announcements.

29. Reporting on things that have happened.

30. Having a school or class garden.

31. Taking care of a pet.

32. Participating in construction activities.

33. Listening to recordings, including tape recordings of the pupils' own speech.

34. Giving, writing, and listening to book reports.

METHODS

1. Draw attention to words that are used in oral communication. Some ways in which the attention of the pupils can be drawn to words are as follows:

    As the teacher uses a new word in a sentence when he is talking to a class, he writes the word on the chalkboard and explains what it means in the context in which it is used.

2. Have the boys and girls make lists of types of words such as the following:

    Of synonyms and antonyms of specified words.
    Of homonyms, with sentences containing them.

Of descriptive action words (verbs).

Of descriptive name words (nouns).

Of descriptive words that tell how, where, and why (adverbs).

Of words that describe name words (adjectives).

Of words that describe a sound or a smell.

Of the special vocabulary encountered in a unit of study.

Of substitutes for overworked words such as nice, lovely, terrible, exquisite, marvelous.

Of prefixes and suffixes.

Of compound words.

3. Encourage the pupils to make charts, possibly illustrated, giving the new words encountered in connection with an area of study or with a unit in that area such as a chart with new words used in a unit on Switzerland, as for example, glacier, chalet, alp, altitude, inn.

4. Have the pupils keep individual notebooks or a file system of words the meanings of which they are learning. The pupils might be encouraged to write each word, tell what it means, use it in a sentence and, if possible and helpful, draw an illustration of it.

5. Develop with the pupils the meaning of commonly used prefixes and suffixes. Thereupon they can identify the prefixes and suffixes in words presented to them and show how the meaning of the root is affected by the affix.

6. Have the pupils form derivatives from root words such as happy, unhappy, wrap, wrapped, unwrap, wrapping.

7. Give the pupils crossword puzzles based on knowledge of words and encourage them to make or help make some. For example, in the lower grades a simple puzzle using questions like these can be constructed:

   What word means the opposite of short?
   From what smaller words is running made?
   What word means more than one boy?
   What is a baby cat called?

8. Discuss with the boys and girls the importance of expressing themselves well, bringing out points such as these:

   The relationship to clarity and interestingness.
   The value at school in various subject areas.
   The value when looking for work or working.
   The importance in terms of showing refinement.
   The use of slang.

9. Have the pupils read material in their textbooks or on duplicated sheets or paper discussing the importance of choosing words well.

10. Encourage the pupils to make cartoons or other illustrations showing the importance of careful choice of words.

11. Help the boys and girls figure out the meaning of a word in context by: (a) asking them what meaning(s) would fit into a sentence containing a blank space for a word; (b) having them tell what an underlined word in a sentence might mean judging from the rest of the sentence and then check the word in the dictionary; (c) asking which possible meaning of a word fits into the context of a given sentence.

12. Guide pupils in putting on a skit showing the value of choosing words well.

13. Ask the pupils to restate in a more interesting manner underlined words or expressions used in sentences.

14. Have the pupils dramatize the meaning of specified words that are used in sentences such as "The children sauntered home from school."

15. Provide time and assistance for the pupils to improve some of their written work by substituting words with meanings that express more exactly what they wish to say than those they have used.

16. Help boys and girls to note the change in meaning of a sentence when verbs such as these are used: crept, stalked, ran, walked, tiptoed.

E. COMPREHENSION SKILLS

Some "questions and answers" prepared by Helen Cooter.

COMPREHENSION

1. WHAT IS COMPREHENSION?

Comprehension is the interpretation of printed symbols. The heart of the reading task is obtaining appropriate meanings from the printed page. Without comprehension there is no reading.

2. WHAT ARE THE DIFFERENT KINDS OF COMPREHENSION?

According to Nila Banton Smith in Readings and Inquiry, IRA Proceedings, 10, (1965) 117-119, there are different categories to the meaning-getting process. They are: (1) literal comprehension, (2) interpretation, and (3) critical reading. Literal comprehension is the skill of getting the direct or literal meaning of a word or sentence. There is no depth in this kind of reading. Skimming will generally give the desired information. Interpretation probes for greater depth and understanding. It requires supplying meanings not directly stated in the material. The reader must think beyond the mere symbols and infer meanings not directly stated. He must read between the lines. Critical reading involves literal comprehension and interpretation, but goes further than either of these. It requires the reader to judge, evaluate and probe the truthfulness of what is read.

3. WHEN SHOULD COMPREHENSION SKILLS BE TAUGHT?

When reading is taught comprehension skills are taught. Reading is comprehension and without comprehension there is no reading. Whether in grade one or at the college level, children and youth need definite guidance that will enable them to read at the levels of comprehension best suited to their needs and purposes for reading.

4. WHAT ARE SOME BASIC COMPREHENSION SKILLS TO BE TAUGHT?

a. Development of a rich, extensive and accurate vocabulary.
b. Ability to locate answers to questions.
c. Ability to grasp the meanings of words, phrases, sentences and whole selections.
d. Ability to note and recall details.
e. Ability to find the main idea.
f. Ability to understand a sequence of events.
g. Ability to read and follow directions.
h. Ability to understand the author's purpose.
i. Ability to evaluate what is read.
j. Abilitly to recall what one has read.
k. Ability to see cause-effect relationship.
l. Ability to understand idiomatic language.
m. Ability to summarize.
n. Ability to detect inferences.
o. Ability to draw conclusions.
p. Ability to distinguish fact from opinion.

5. WHAT ARE SOME HIGHER-LEVEL COMPREHENSION SKILLS?

a. Ability to understand figurative language.

b. Ability to understand a sequence of events.

c. Ability to evaluate what is read.

d. Ability to adapt a mind-set appropriate to the needs of each new reading situation.

e. Ability to see the author's organizational plan.

6. HOW CAN COMPREHENSION SKILLS BE TAUGHT?

There are various workbooks correlated with basal readers to teach comprehension skills, Also, there are many good workbooks that provide useful practice material of different types for the fostering and sharpening of comprehension skills. A teacher can use story selections or articles in teaching students how to find the main idea, summarize, evaluate, find cause-effect relationship, organize events in a sequence or determine the author's plan or purpose. A competent teacher can structure questions to guide students in developing these various comprehension skills.

7. HOW CAN A TEACHER IDENTIFY AND CLARIFY COMPREHENSION NEEDS AS A BASIS FOR WHEN AND WHAT TO TEACH?

Emmett Betts in The Reading Teacher, 15, (December, 1961), 179-184, says effective teachers preplan to teach children how to think in different types of reading situations. They consider the needs of large groups, such as: the group having the personal experience necessary to forming a concept and the group's ability to use language effectively to deal with ideas. Good teaching meets individual needs of pupils, makes wise use of instructional materials, focuses on the thinking skills of pupils, and makes a wise selection and use of teaching methods.

The following is a list of materials from How to Increase Reading Ability, by Albert Harris, pp. 442-443, for developing comprehension:

Smith, Nila B., Be a Better Reader, Foundations, Books A,B,C. Englewood Cliffs, New Jersey: Prentice-Hall, 1968.

Stone, Clarence R., Charles C. Grover et al. New Practice Readers. St. Louis: Webster Division, McGraw-Hill, 1961. Books A to G, Grade 2 to 8 in difficulty.

Gates, Arthur I., and Celeste C. Peardon. Gates-Peardon Reading Exercises, Revised, 1965.

Boning, Richard A., Specific Skills Series. Rockville Centre, New York: Reader's Digest Services, Inc., 1966. Grades 1 to 6.

Sanford, Adrian B., et al. Reading Comprehension, The Macmillan Reading Spectrum. New York: Macmillan, 1964. Grades 3 to 8 in difficulty.

Hutchinson, Mary McC., and Pauline R. Brandon. Gaining Independence in Reading. Columbus: Charles E. Merrill. Grades 4 and up.

Johnson, Eleanor M., ed. Diagnostic Reading Workbooks. Columbus: Charles E. Merrill. Grades 1 to 6.

New Reading Skilltext Series. Columbus: Charles E. Merrill. Grades 1 to 6.

McCall, W.A., and L.M. Crabbs. Standard Test Lessons in Reading, Revised, 1961. Books A,B,C,D, and E, about third to seventh-grade difficulty.

Leavell, U.W., et al. New Goals in Reading. Reading Essentials Series. Austin: Steck-Vaughn. Grades 3 to 4.

The following is a list of workbooks for the secondary school. Some workbooks are designed specifically for junior high school use:

Olson, Jim, Step Up Your Reading Power. St. Louis: Webster Division, McGraw-Hill, 1966.

Schachter, Norman, and John Whelan. Activities for Reading Improvement. Just for Fun Series, Books, 1,2,3. Austin: Steck-Vaughn, 1964.

Smith, Nila B. Be a Better Reader, Books 1-6; Grades 7 to 12. Englewood Cliffs, New Jersey: Prentice-Hall.

Hall, Adelaide. New Modern Reading Skill texts. Books 1,2,3. Columbus: Charles E. Merrill.

Miller, Lyle L. Developing Reading Efficiency. Minneapolis: Burgess Publishing Company, 1965. Junior high level.

Gray, William S., Marion Monroe, and A. Sterl Artley. Basic Reading Skills for Junior High School Use. Chicago: Scott-Foresman, 1957.

Gainsburg, Joseph C. Advanced Skills in Reading, Books 1,2,3. New York: Macmillan, 1967.

Gainsburg, Joseph C., and S.I. Spector. Better Reading. New York: Globe.

Guiler, W.S., and J.H. Coleman. Reading for Meaning, Books 6-12. Philadelphia: Lippincott. Workbooks for Grades 6 to 12.

Perker, Don H. SRA Reading Laboratories. Chicago: Science Research Associates.

Sack, Allan, and Jack Yourman. 100 Passages to Develop Reading Comprehension. New York: College Skills Center.

TEACHING COMPREHENSION SKILLS

Thinking Skills and Abilities

"There is not adequately enough theoretical recognition that all the school can or needs to do for pupils, so far as their MINDS are concerned, is to develop their ability to think." -- John Dewey, "How We Think" (Boston, Heath, 1910).

"Education is not merely the imparting of knowledge but the cultivation of certain aptitudes and attitudes of the mind -- abilities (which) should be sought above all others -- these are in our opinion; to think effectively, to communicate thought, to make relevant judgments, to discriminate among values." -- Report of the Harvard Committee, General Electric in a Free Society, (Harvard University, Cambridge, Mass., Press, 1946) pp. 64-65.

The thinking process, as it relates to all areas of the curriculum, involves comprehending, understanding, relating, integrating, and creating. It starts with a problem. As a solution for the problem is sought, THINKING is guided. Inasmuch as thinking starts with a problem, it is only logical that the steps involved in problem solving are the steps involved in thinking. These steps are:

1. Recognizing possible solutions.
2. Formulating possible solutions.
3. Inquiring through a)experimentation, b)collection of data, facts, evidence, and authoritative opinion, c)reasoning.
4. Decision.
5. Testing and using accepted conclusions.

Regardless of the descriptive terms used with thinking, be it creative thinking, critical thinking, or reflective thinking -- each begins with the presence of a problem. Thinking is evoked as the individual critically, reflectively searches for valid conclusions to solve the problem at hand.

The processes involved in thinking are, 1) perceiving, 2) associating 3) converging leading to concept formation and generalizations, 4) problem solving, 5) critical thinking or judgment, and 6) creative thinking, seeing relationships, drawing inferences, determing relevancy, etc.

Questioning is the tool that provokes thinking. The quality of thinking a pupil does depends upon the types of questions posed. Questions that require facts and small details will lead to shallow thinking. Questions that provoke and stimulate thinking will increase the pupil's ability to think in depth (critically) about the information involved in the learning activity. This type of questioning involves helping pupils organize ideas (sequential thinking), interpret implied meanings, predict outcomes, and see application for the facts (inferential thinking); and sensitive appreciations, identifying and relating self and background of experiences and knowledges developing new concepts and attitudes (thinking beyond).

In simple language the effective teacher helps children to

THINK BEFORE
THINK WHILE
THINK AFTER
THINK BEYOND
the learning activity.

The following questioning illustrates how the teacher may proceed in any learning activity to guide children's thinking.

THINKING BEFORE

1. Questions based on experiences such as: What do you already know about this? How do you know this?

2. Introductory questions based on nature of textual material or learning activity such as gathering information from content page - relating this information to past lessons - gaining insight into topic or problem to be solved.

3. Questioning that leads to overviewing chapter, sub-headings, etc.

4. Questioning in reference to pictorial aids (picture, maps, graphs, charts).

5. Questioning to familiarize vocabulary.

THINKING WHILE

1. Questioning that will set purpose for learning activity such as finding evidence to support an idea, discovering what the problem is and what information is given and what steps are involved.

2. Questioning that prompts pupil to adjust rate to purpose - skimming or scanning for names of characters and dates, or careful critical reading to get inferred ideas.

THINKING AFTER

1. Questioning relative to main ideas or chief points set forth in the story or problem.

2. Questioning that leads to critical evaluation of the outcomes of the story or problem such as: Would you have made the same decisions? What could we have done differently in solving our problem?

THINKING BEYOND

1. Questioning that guides pupils to relate and intergrate new concepts and understandings to daily living experiences.

The skills of comprehension and thinking skills are inseparable. But as we note the skills of comprehension we try to seek out those skills that the child needs to help him integrate and digest the understandings he receives from the learning activity, and make a transfer of them to new concepts generalizations, and new interests.

Comprehension Skill Development

By Johnnye Woodard and
Ann McClintock

Word attack skills must not be emphasized at the sacrifice of meaning association. Regardless of how simple the material, ample emphasis must be place on interpretation of thought units--words, phrases, sentences, paragraphs, and whole stories.

The disable reader often exhibits severe language deprivation. Simple words, such as van, hut, and shed, even when in the context of a sentence, may not have any meaning reference for him. Thus, development and extension of word meaning is an integral part of the remedial program in comprehension.

It is important to begin with easy vocabulary and gradually increase the difficulty as the pupil shows adequate understanding. Selection of vocabulary in oral discussions of content area and functional materials may be based on the pupil's listening comprehension level. However, in written exercises, consideration must be given to the pupil's word recognition ability. As the pupil advances in knowledge of word meanings, it is expected that he will show growth in understanding phrases, sentences, paragraphs, and whole stories.

The remedial reader's deficiency in comprehension skills may be cause by lack of experiential background, meager meaning vocabulary, poor organization of thought patterns, lack of sufficient understanding of the basic concepts presented, lack of motivation, and general frustration with materials in context. The beginning stages of a remedial program should give consideration to these interfering factors by:

1. Selecting material that is within the pupil's ability to recognize the vocabulary and read it with understanding.
2. Providing real and vicarious experiences needed to clarify concepts and extend meanings.
3. Using creative writing experiences for motivation and establishing the idea that printed symbols have relevant meanings in story content.
4. Selecting material that is clearly printed, has relatively short passages, and challenging content.

An effective program emphasizes the most essential comprehension skills for adequate interpretation according to the materials being used and the needs of the child. The skills to be considered are:

1. Picture Interpretation
2. Factual Information
3. Reading for Details
4. Sequential Order
5. Implied Ideas
6. Skimming
7. Main Ideas
8. Figurative Language
9. Critical Reading
10. Creative Reading

Picture Interpretation

Visual aids have become an integral part of instructional reading programs and perhaps the most widely used aids today are pictures. They are used to increase language facility through the expansion of listening, speaking and reading vocabularies. In the area of comprehension, picture interpretation is helpful in developing and clarifying concepts, arousing interest, establishing background and determining the mood and setting of materials to be read. It becomes the initial vehicle for the development of the more complex skills involved in logical thinking, such as noting details, perceiving relationships, generalizing and drawing conclusions.

Suggested Activities

1. Use pictures to clarify meanings.

2. Show pictures and have students
    (a) identify specific things in it.
    (b) suggest its setting.
    (c) predict outcomes.
    (d) tell how it makes him feel.
    (e) tell what is happening.

3. Use pictures from stories to
    (a) identify characters.
    (b) determine moods and emotions.
    (c) predict outcomes.

4. Have a set of related pictures arranged in sequence to tell or write a story about them.

Factual Information

Locating and recalling factual information is used extensively to determine the child's comprehension ability. It requires adequate mastery of word recognition and vocabulary skills and the ability to recall stated facts. This literal comprehension is an important step toward higher level skills. The thought process involves attention to and retention of details, a skill necessary for reading science, history and math materials.

Suggested Activities

1. After reading or hearing a paragraph or story, have the student find answers to these questions:

    Who (What) was the story about?
    What did he do?
    Where did this happen?
    When did this happen?
    Why do you think he did this or why did this happen?

2. Use completion sentences requiring words directly from what has been read.

3. Make a list of statements and have students select those found in the material read.
4. Give students a purpose for reading by stating questions to be answered.

Reading for Details

After learning to read for the main idea, the student is ready to read for details. Reading for details is closely related to locating factual information; however, the purpose of the reading determines the details noted. Reading for details is purposeful reading.

Suggested Activities

1. Read and follow directions for an activity.
2. Look at a picture and list specific things in it.
3. List the main ideas from a story and the details to support each idea.
4. Complete an outline where the main ideas have been given.

Sequential Order

Noting sequence is essential to understanding, appreciating and enjoying what is read. It is a more advanced skill involving not only the noting and recalling of details but the relationship of time and order to these details. Following directions, organizing information, and solving problems are all dependent upon the ability to note sequence.

Suggested Activities

1. Arrange a series of related pictures in order and tell or write a story about them.
2. Arrange sentences from a familiar story in proper order.

3. Recall the main events of a story and list them in order.

4. Give written or oral directions for making something.

5. Have students make a list of activities done on the previous day; then number them in order.

Implied Ideas

One of the most valuable and difficult comprehension skills to develop is interpretation of implied ideas, or reading between the lines. Too often comprehension activities are limited to the mere recall of obvious and directly-stated facts, neglecting the process of interpretation completely. When interpreting implied ideas, one must be able to go beyond the literal meanings of the author's words and make inferences, generalizations and draw conclusions that can be substantiated.

Suggested Activities

1. Discuss stories and other materials in terms of the character's behavior and motives. Ask students to respond to questions.
   (a) What did he do that showed he was clever, afraid, unselfish, brave, etc.
   (b) Why did he do this?
   (c) What might have happened if he hadn't?

2. From a group of statements about a story, indicate those that were implied and those that were clearly stated.

3. Match factual phrases with implied endings.
   Example: Jim worked from sunup to sundown on his isolated farm.

   His only companions were the farm animals.

   Jim was lonely because { he worked hard.
   no one lived near him.

Skimming

Skimming or scanning is rapid reading to gain an overall impression, or to find specific information, overlooking details. Skills in this technique aid the reader in quickly selecting relevant material and discarding material irrelevant to his purpose. Skimming should always have a definite purpose.

ACTIVITIES:

1. Use a regular newspaper or one published for certain reading levels, such as the Weekly Reader. Choose a certain page to use. Give the general thought of an article on that page. Have the child skim the page to find the article.

2. Use a newspaper, pencil and paper. Write two or three direct questions, the answers to which are in the paper. Have the child skim the paper to find the answer.
   Example: Who's ahead in the World Series?

3. Give a list of questions, some of which are irrelevant. Have child skim a passage to see if the answers are given. Beside the question write given or not given.

4. Give a list of questions and a selection with numbered paragraphs. The child is to skim the selection to find the paragraph in which he could find the answer. He then puts the correct number of the paragraph by each question.

Main Idea

Finding the main idea of a selection is the ability to distinguish the most important or essential thought in the passage from the subordinate details. The skill of finding the main idea depends on a child's basic reading skills; his ability to compare and select ideas; and his ability to summarize and organize material.

Suggested Activities

1. Give the child a paragraph to read. Ask the child to state the main idea of the selection. Newspapers, content-area books, etc., can be used.

2. Give the child a list of sentences. After he has read the paragraph, he is to select one sentence that best expresses the main idea of the paragraph.
3. Have the child choose the best title from a list or make up his own title after reading a paragraph or a longer selection.
4. Write a partial outline with main topics given and spaces left for subtopics. Have the child fill in the subtopics.
5. Give the child a paragraph to read. Have a choice of pictures related to the story. The child is to choose the picture best depicting the main idea. The child could draw his own picture.

Figurative Language

Figurative or picturesque language is an expression that conveys a meaning other than the literal meaning of its component words. Authors use picturesque language to create vivid mental images, which cause the reader to become emotionally involved with the characters. The ability to interpret figurative language is associated with the reader's background and experiences instead of with the literal meaning of the expression.

Suggested Activities

1. Have children tell in their own words the meanings of expressions such as: "white as snow", "a blanket of fog".

2. Use a number of cards long enough for a sentence. Write a figure of speech on one side and its meaning on the other.
   Example: It's raining cats and dogs. (on one side)
   It's raining very hard. (on the other side)

3. Select several sentences from a story. Have the child write yes if the sentence contains a figure of speech. Write no if it does not.

4. Read a poem to the child. Pick out figurative or descriptive language and discuss these words and what they mean in the poem.

5. Use selected pictures. Have child choose a descriptive word from a teacher-prepared list to describe emotions, etc., portrayed by the picture.

Critical Reading

Critical reading includes not only literal comprehension and interpretation but also goes further in that the reader questions and evaluates the material. Critical reading is the evaluation of truth, logic, reliability and accuracy in what is written. The interpretation of an author's writing depends on the reader's comprehension at the level of his present academic background, previous experiences, and his intelligence.

Suggested Activities

1. After reading a fiction story, reread and discuss whether or not events in the story could really happen. Establish reasons for classifying as realistic or fictitious.

2. Compare several newspaper accounts of the same event. Note accuracy, omissions, opinions, emotional words, etc.

3. Give the child a list of statements. Have him decide which are facts and which are opinion.
   Example: Plants need water to grow. (fact)
   My favorite flower is the rose. (opinion)

4. Give the child a card with a statement and a generalization made from the statement. He is to tell if the generalization is correct or not. The generalizations must be clearly valid or invalid.

Example: Statement -- I saw a boy have a wreck on his bike.
Generalization -- All boys are poor bike riders.
(not correct)

5. After reading a selection, decide upon the purpose of the author for writing the passage.

Creative Reading

Creative reading requires the reader to evaluate and interpret character traits; to form judgments and opinions; to interpret and appreciate the author's style; to interpret attitudes, qualities, and emotions; and to sense moods. A creative reader forms new understandings and attitudes by fusing his own previous learnings with the impressions gained from the author. Creative reading should fall within the readability level of the child.

Suggested Activities

1. Have the child imagine he is a character in a story. Describe what he would see, do, hear, or feel.
2. After the child hears or reads a story, have him give the plot in his own words.
3. Have the child list the main characters in the story and describe them, their feelings, etc.
4. Reread a story to find out how a character's feelings change with the situations in the story.

Comprehension in Reading*

The skills involved in reading comprehension are numerous and interrelated. Teachers strive to develop the skills of comprehension and to find and prevent obstacles to meaningful reading. They evaluate the progress of their pupils and determine the nature and extent of pupil difficulties.

Careful observation of a pupil's reading behavior offers valuable clues. The use of standardized tests, basal reading tests, teacher-made tests, and oral reading are the most common means of discovering pupil progress. Other records within the school are an additional source of information.

The following pages give suggested procedures to assist the teacher as he seeks to provide an effective developmental program in the comprehension skills.

I. Developing Skill in Finding the Main Idea

Activities like the following may help the learner to find the main idea of a passage:

1. Stating the main idea of a selection.
2. Selecting from a list of sentences one that best expresses the main idea of a paragraph.
3. Selecting the best title from a list.

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* John J. DeBoer and Martha Dallmann, The Teaching of Reading, New York: Henry Holt and Company, 1960, pp. 131-141.

4. Naming a title to fit a given paragraph or longer selection.

5. Following directions, such as:
   (a) Find the sentence that gives the main idea of the article.
   (b) Draw a line under the words in the second paragraph that give the topic of that paragraph.
   (c) Draw a line under the words that best describe the character discussed in the selection.

6. Reading a story to find out whether it is suitable to tell or read to others for a given purpose or to dramatize.

7. Reading a story a second time in order to determine what scenes should be dramatized.

8. Skimming a series or a group of trade books to decide which one to read, either for pleasure or some other purpose.

9. Telling which word of a series describes a character in a selection.

10. Making a "movie" or mural showing the main events in a story.

II. Learning to Select Significant Details

By performing activities like the following, boys and girls can get practice in noting details and choosing those that are significant for their purpose.

1. Indicating which of a series of ideas listed are brought out in a given selection.

2. Telling which of a series of details support the main idea of a selection.

3. Reading to note as many details as possible that support the main idea.

4. Making a list of details included in a selection.

5. Answering questions on details in a sentence, paragraph, or longer selection.

6. Completing sentences, copied by the teacher from a reading selection, in which blanks were left for words that test the comprehension of details.

7. Matching a series of details with a list of main ideas.

8. Giving a list of words to describe a character whose actions have been discussed in a story.

9. Taking special note of details of a story to be told to others.

10. Showing which word in a series of sentences or paragraphs does not belong in a paragraph.

11. Checking a list of materials to indicate which are needed for an activity or project.

12. Studying the regulations for use of equipment for the playground, the reading table, or the playhouse.

13. Looking at a picture and then describing it.

14. Drawing a picture illustrating details of what has been read.

15. Deciding what actions in a story should be performed by characters in a "movie" or play that the class plans to put on.

16. Making a list of details that occur in a story, as preparation for dramatizing the story.

17. Composing a paragraph by supplying details to support a main idea that has been selected as theme.

18. Deciding which details are important to remember in terms of a stated purpose.

19. Preparing charts based on material that has been read--for example, a chart showing the growth in population in a state.

20. Taking notes on points read in order to report them to others in a group in connection with a unit of work.

21. Reading reference materials to answer questions raised by the class or by a committee in order to get information needed for a project.

22. Showing through outline the relationship between details and a main point.

23. Indicating which details belong and which do not belong in an outline that has been made on a selection.

24. Reading material in science and mathematics in which careful note needs to be taken of many points in order to comprehend the meaning, and then answering questions on the material or using it in other ways.

25. Reading directions and then following them.

26. Doing editorial work on a class newspaper.

III. Learning to Read to Answer Questions

Proficiency in finding the answer to a question can be helpful in a variety of reading situations. It is important at times in order to choose the main idea, to note details, to predict outcomes, to form generalizations, to follow directions, and to perform other activities connected with reading. Practice that can be of value in developing this important skill can be secured by performing the following activities:

1. Reading to answer questions stated by the teacher.

2. Indicating which of a series of questions listed by the teacher are likely to be answered in a given selection and then checking the responses after reading the selection.

3. Stating questions the reader would expect to find answered in a given selection and then checking to find the responses after reading the selection.

4. Indicating which of a series of questions that may possibly be answered in a given selection are formulated clearly, and rewording those that are not.

IV. Making Summaries and Organizing Materials

Skill in summarizing and organizing what is read can be developed through activities like these:

1. Telling which of several summaries best summarizes a paragraph or longer selection.

2. Answering questions like these: "What explorers helped Spain establish her claims to the New World? What did each of them do to give her a claim to the Americas?"

3. Organizing materials gathered from a variety of sources for an oral or written report.

4. Taking note of words like first, second, and third as they occur in context.

5. Classifying materials in the room for functional purposes--for example, putting all the books on one topic on a specified table or assembling, for use on two or more bulletin boards, pictures on different topics.

6. Telling what items belong in classifications like food, clothing, shelter.

7. Drawing pictures to tell the story of the main events in a story.

8. Arranging pictures in the order in which events pictured by them occurred in a story.

9. Learning the form for making outlines, including numbering and lettering, indentation and capitalization and punctuation.

10. Organizing steps in a process demonstrated on a field trip, under topics such as "Steps in Baking Bread" or "The Manufacture of Flour",

11. Filling in main topics and subtopics of a selection when suggestions are given as to the number of main topics and the number of subtopics under each main topic.

12. Listing the questions on which information is needed to solve the problem of a unit, and then grouping the questions on similar topics.

13. Listing the topics on which information is needed to solve the problem of a unit, and then putting the list into outline form.

14. Placing subtopics, which are given in mixed-up order, under a list of main topics that are specified.

15. Making an outline, either in a group or individually, of parts of a story that one of the pupils will tell to another group of boys and girls.

16. Telling what is wrong with an incorrect outline that some pupil has made or one that the teacher has intentionally written incorrectly.

17. Arranging in correct order paragraphs dealing with one topic given in mixed-up order.

18. Selecting the sentences that do not belong in a paragraph that is set up so that it contains some irrelevant sentences.

19. Writing headlines for a class paper.

20. Making a list of actions of characters to show what traits they possess.

21. Making charts giving information about topics studied, such as "Our Community Helpers," "How We Travel," "Famous Americans," "Greek Contributions to Civilization."

22. Studying the table of contents to note the organization of a book.

23. Learning where in a well-constructed paragraph a topic sentence, if there is one, is often found.

24. Reading to plan a dramatization.

25. Planning pictures for a "movie" or mural on a story or article read.

26. Telling under which of a series of circumstance outlining is of value.

27. Outlining the papers written by others in the group.

28. Checking a series of true-false statements like the following, to indicate which give good advice for making notes:

______________(1) Take your notes in your own words, not in those of the writer.

______________(2) If you do not understand what something means, be sure to include the point in your notes.

V. Developing Ability to Arrive at Generalizations and Come to Conclusions

In addition to the following suggestions for activities that can be valuable in developing the ability to arrive at generalizations and come to conclusions, some of those recommended under "Making Summaries and Organizing Material" can be used.

1. Making and guessing riddles.
2. Checking which ones of several conclusions are warranted by data given and explaining why the unsound conclusions are invalid.
3. Stating as specific a conclusion as possible after reading data presented in a paragraph or longer selection and explaining, in some cases, why no broader conclusion could be reached.
4. Discussing questions like the following after reading a story:
   (a) "Why do you think ____________made his decision to go West?"
   (b) "Under what conditions do you think ____________ would have been friendly to strangers?"
5. Telling which of a list of statements are generalizations and which are specifics.
6. Listing facts heard or read that justify a given generalization or prove that a given generalization is unsound.
7. After making a generalization based on what has been heard or read, checking the generalization against experiences or finding additional support for the generalization or experimenting to see if the generalization applies.
8. Discussing the effect that certain events in a story or in history had on individuals.
9. Stating the generalization that is justified on the basis of given facts.

VI. Learning to Follow Directions

These methods may be helpful for an individual who is trying to improve his skill in following directions.

1. Observing written directions, such as, "Make one ball yellow. Make the other ball blue."
2. Following directions that the teacher has written on the chalkboard or on cards, such as, "Get ready for recess" or "Come to the reading circle."
3. Acting out an individually assigned sentence from a reading selection and then having the rest of the class tell which sentence it is.
4. Following written or oral directions for making things, such as a folder for papers or a papier-mache globe.
5. Drawing a picture from directions given,
6. Drawing pictures based on descriptions that the boys and girls read.
7. Carrying out plans made by the class or a committee for work on a unit.
8. Writing directions for doing or making something.
9. Reading directions for a game and then following them.
10. Reading directions for doing tricks and then performing them.
11. Arranging in correct order the sentences for directions to do or make something.
12. Reading directions for work-type activities in various subject fields and then following them.

VII. Improving Ability to Predict Outcomes

Some of the suggestions given under "Developing Ability to Arrive at Generalizations and Come to Conclusions" may be added to the following list of activities for improving the ability to predict outcomes.

1. While looking at pictures of a story, stating what the outcome of the story is likely to be.
2. Indicating by means of multiple-choice questions what is likely to happen next in a story or article.
3. Telling what is likely to happen next in a story or article, without help of multiple-choice questions.
4. Discussing why things happened as they did in a story or other account.
5. Making up endings for stories, orally or in writing.
6. Estimating the answer in some types of arithmetic problems.
7. Trying to determine what the effect of events in current history will be.
8. Indicating what is likely to happen at the time when work on a science experiment is begun.
9. Evaluating plans the class is making, in terms of expected outcomes.
10. Predicting what will happen next after having listened to part of the account of an experience another pupil has had.

VIII. Developing Skill in Evaluating What Is Read

In addition to the means of developing critical evaluation that have been listed under suggestions for developing other comprehension skills, the following at times prove helpful.

1. Indicating which of a series of statement express facts only and then rewriting those that are not purely factual so that they do not express an opinion.
2. Deleting from paragraphs or longer selections statements that are not entirely factual.
3. Rewriting statements of fact that are mixed with statements of opinion, in such a way that instead of showing sympathy toward a person or event they will show antipathy (and vice versa).

4. Indicating which statements present only so limited a part of truth that an incorrect impression is given.

5. Differentiating between an editorial and other types of writing in a newspaper or magazine.

6. Deciding whether a story is real or fanciful and indicating the reason for the answer.

7. Deciding upon the purpose of an author in writing a given selection.

8. Determining whether an author is qualified, on the basis of the material presented, to come to the conclusions that he reaches.

9. Among books that were written long ago, indicating which books are highly valuable for a stated purpose, and which are not useful for that purpose.

10. Indicating which of a series of words arouse emotion.

11. Noting types of words often used to arouse emotions of sympathy or anger or love.

12. Adding to a list of words that express a given feeling.

13. Indicating which of a list of sentences reveal a sympathetic attitude and which an unsympathetic attitude toward a person or a situation.

14. Indicating which statements are relevant and which irrelevant to a given purpose.

15. Locating inconsistencies in a series of paragraphs or longer selection.

16. Matching a series of abstract statements with items in a list of incidents that illustrate the abstractions.

17. When reading abstract materials, thinking of incidents that illustrate the points.

IX. Learning to Read Graphical and Tabular Material

The following type of activities can prove helpful in teaching boys and girls to read graphs, tables, charts, and maps with greater comprehension.

1. Answering questions about data on a calendar, such as "How many Thursday are there in June?" or "On what day of the week is June 11?"
2. Making a calendar to record weather conditions.
3. Making graphs on individual or group achievements.
4. Making a map of the classroom or community.
5. Studying a map and map legend and then answering questions based on them.
6. Showing information of various types--for example, surface features, population centers, and political divisions--on maps that have been duplicated.
7. Making, in answer to a question, a list of important points that can be gained for a stated purpose from a given map, table, graph, or chart.

X. Developing Skill in Getting the Meaning of Phrases

Skill in the comprehension of phrases can be developed by a pupil by the following:

1. Giving the meaning of expressions used in sentences.
2. Matching phrases in one column with words with similar meaning in another column.
3. Finding in a selection phrases that answer certain questions, such as "What group of words tells that Frank is happy?"
4. Discussing the meaning of commonly used idiomatic expressions.
5. Interpreting figures of speech.
6. Underlining the complete phrase in an exercise where the first word of the phrase is underlined.

XI. Improving Skill in Sentence Comprehension

Some pupils will find some of the following activities of value in improving their comprehension of sentences.

1. Finding the paragraph which answers a question or contains a specified thought.
2. Finding the topic sentence of paragraphs that contain topic sentences.
3. Studying the topic sentence of a paragraph to help get the main idea of the paragraph.
4. Using the topic sentence of a paragraph as an aid when organizing as well as when skimming.
5. Studying the relationship of sentences within a paragraph.
6. Writing paragraphs on specified topics.
7. Arranging in order paragraphs that are not in the correct sequence.
8. Matching a series of paragraphs with summaries of these paragraphs.

F. STUDY SKILLS

"Questions and Answers"

By Dianne Russell Stevenson

> "The ultimate test of education is represented by the ability to think....Sequential thought is the result of systematic training."
>
> Norman Cousins
> Editor, Saturday Review

1. WHAT ARE STUDY SKILLS?

Study skills are skills and knowledge in how to study and to locate needed information.

2. WHAT ARE SOME BASIC STUDY SKILLS THAT SHOULD BE TAUGHT?

a. How to follow directions, both oral and written.

b. How to locate information by knowing the parts of a book, such as the index, table of contents, bibliography, copyright date, etc.

c. How to use a dictionary.

d. How to use basic reference books, like encyclopedias, almanacs, Reader's Guide and Thesarus.

e. How to read graphical data like maps, graphs, charts, etc.

f. How to locate information in a library; this includes using the card catalogue and the Dewey Decimal System.

g. How to learn more effectively by using such techniques as summarizing, skimming, outlining and classifying.

3. WHY ARE STUDY SKILLS PARTICULARLY IMPORTANT TODAY?

Our rapidly changing technological society requires of its members the ability to absorb knowledge and concepts independently and continually. We, as teachers, must provide our students with the tools necessary for self-teaching. We must prepare them for life-long learning in an uncertain world.

4. WHEN DOES A TEACHER BEGIN TEACHING STUDY SKILLS?

A teacher begins teaching study skills when he or she begins teaching the student. Study skills are taught at all grade levels. In order to put to use the different types of reading skills, the students must develop ability in how to study and how to find information. Developing study skills in finding information, in using parts of a book as locational tools, in recognizing and attending to special forms for organization, and in utilizing devices the author uses are all ways of increasing comprehension.

5. WHO SHOULD TEACH STUDY SKILLS?

Teachers in all subject areas should teach critical reading and thinking skills. Reasoning develops as a child grows; therefore training should be continued in all subject areas throughout the child's schooling.

6. WHICH STUDY SKILLS ARE IMPORTANT IN THE PRIMARY GRADES?

Most of the study skills are important in the primary grades. Primary children need to know the parts of a book and how to use them as a source of information. They need to know how to use a dictionary to increase vocabulary. Since the library is a source of information as well as pleasure reading, students need to know how to use the card catalogue to locate information. In the primary grades, reference books should be introduced and ways to use them. Charts, maps and graphs are important sources of information and skill in their use should be taught early. Teachers in grade one begin teaching organizational skills.

7. WHICH STUDY SKILLS ARE IMPORTANT IN THE UPPER GRADES?

There is a refinement of all the study skills in the upper grades and at the secondary level. By high school, students should become familiar with research techniques, such as note-taking, writing a bibliography and setting up footnotes.

8. WHAT IS THE DIFFERENCE BETWEEN THE REASONING ABILITY OF A CHILD AND AN ADULT?

The difference is quantitative, not qualitative. Children haven't the necessary background for thinking. Their reasoning powers develop as their experience increases.

9. WHAT IS A GOOD STUDY TECHNIQUE THAT IS WIDELY USED TODAY?

The SQ3R system, first published by Francis P. Robinson, is a most useful study technique. It involves five steps: (1) survey--which is an overview of the material; (2) question--turn each heading or subheading into a question that will help establish a purpose for reading; (3) read--to find answers to the questions; (4) recite--state the answers found to yourself, discuss them orally, or write them; and (5) review--at different times for clarification of ideas or retention of the material.

10. WHAT IS THE RELATION BETWEEN STUDY SKILLS AND COMPREHENSION?

Comprehension will improve when the student is able to locate information, organize and classify the main ideas and discover the author's purpose, which are all part of teaching study skills.

11. WHAT IS THE MOST WIDELY USED TOOL IN LOCATING INFORMATION?

The index of a book is the most widely used tool in finding information. As soon as textbooks contain indexes, teachers should provide definite lessons in their use. Teachers in higher grades should help students in this skill if there is need for it.

12. WHAT ARE THE THREE LEVELS OF THINKING?

There is a hierarchy of thinking levels, progressing from lowest to highest.

Level I - Concrete
This is the lowest level, requiring the ability to recall facts, follow directions and derive literal meaning.

Level II - Abstract
This level of thinking is interpretive and critical. The student must use his experience to derive meaning.

Level III - Creative
At this level an individual applies information to a certain situation. He is able to organize information for future use.

13. HOW CAN EFFECTIVE QUESTIONING DEVELOP THINKING SKILLS?

There are three levels of questioning, according to Richard Carner in Education Magazine.

Level I - Concrete Questions
On this level ask the pupils to locate facts and recall details. These questions are on the lowest level of thinking.

Level II - Abstract Questions
At this level, pupils develop abstract thinking skills. Questions should require them to see relationships, identify main ideas and draw conclusions.

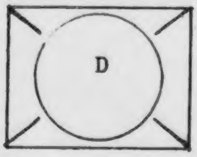
Level III - Creative Questions
These questions are open-ended; there are no right and wrong answers and they encourage a variety of responses.

TEACHING STUDY SKILLS

I. Following Directions - When a student has to follow specific instructions to solve a problem, she must realize that one step omitted could hinder her success. All steps are equally important. Some excellent activities for following directions are: recipes, constructing items, locating an address.

A. Simple Directions

On your paper, draw a square



Inside the square, draw a circle. Write the first letter of your last name inside the circle. Draw a line from each corner of the square to the outer edge of the circle.

B. Making an Aquarium

1. Find a cardboard box 12"x18".
2. Paint the inside blue-green and the outside white or orange.
3. Lay the box with the opening facing you so that the side of the box becomes the bottom.
4. Add fish, waves, and seaweed made from construction paper. Paste these on the rear of the box.
5. Put shells and colored marbles along with white sand on the bottom of the box.

6. Cover the front of the box with cellophane paper.

C. Art - Block Printing

1. Slice a raw potato, carrot or turnip through the middle.
2. Cut a design on the sliced end so that it is raised.
3. The design may be a star, a circle, a square or some other simple design.
4. Wet a rag or paper towel with water color, tempera or drawing ink.
5. Press the carved side of the potato on the color and then stamp it on the paper.

D. Recipe - Orange Pop

1. Dissolve 1 package jello and 1/2 cup sugar in 1 1/2 cups boiling water
2. Add 2 cups orange juice
3. Freeze in ice cube trays or small paper cups
4. Sticks may be inserted when pracically frozen

E. Recipe - Milk Shake

1 quart milk

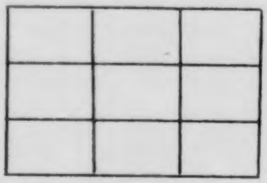
1 package (4 - serving size Instant Pudding), any flavor

1/2 cup vanilla ice cream (optional)

1. Pour half of milk into bowl or shaker.
2. Add pudding mix and beat or shake 1 minute, or until smooth.
3. Add remaining milk and the ice cream.
4. Beat or shake well - about 1 minute. Serve at once. (Mixture thickens as it stands. Thin with additional milk, if necessary.) Makes about 5 servings.

F. Spelling Game

1. Cut a piece of poster board 9' x 9". Divide the card into nine equal sections.



2. Paste a picture in each section. (Pictures of things we find at school).
3. Make seven cards (3" square) of Xs and zeros.
4. The game is played like tic-tac-toe. A player must get a straight line up and down or across. Each player must spell the word represented by the picture correctly before he can put an X or a zero in the square.

G. Scientific Experiment

Is air necessary for burning?

Materials

3 jars (quart, pint, and half pint)

4 candles

matches

1. Light the candles.
2. Three students should place the jars upside down over three of the candles. They should do this all at the same time. Do not cover the fourth candle.
3. Watch all four candles carefully. What happens? Explain what happens and why.

II. Using the Table of Contents - A quick look at the table of contents will tell the reader what is in the book and how it is organized. It serves as a preview. It helps the prospective teacher know where he is going, or perhaps whether or not he really wants to go.

The use of a table of contents should begin with the first introduction to a book. The teacher who leads children to use the table of contents is helping them increase their competency in the use of books.

A. Examine the table of contents below. Answer the questions about each chapter.

	Page
1. WOULD I LIKE TO DRIVE A TRUCK	1
Matchbox Trucks	2
Trucks	5
Fire! Fire!	6
The Red Truck	9
2. WHAT ANIMALS DO I SEE?	11
Hal and Daisy	12
To the State Fair	12
Fun with Daisy	16
Cows and Horses	18
A New Friend	21

3. THINGS THAT CRAWL AND FLY	23
Butterflies go South	24
Caterpillars	26
The First Butterfly	28
Spiders are Different	30

1. What chapter would you read to find out about animals? __________.
2. Information about caterpillars begins on page__________ and ends on page__________.
3. Fire! Fire! ends on page__________.
4. "A New Friend" begins on page__________.
5. What chapter tells about trucks?__________.
6. Where would you find information on roaches?__________.

B. Read the table of contents below. Answer the questions about each unit. Complete the blanks.

	Page
UNIT ONE - MAN AND THE LIVING WORLD	6
1. Energy and Living Things	8
2. The Survival of Man	18
UNIT TWO - USING THE ATMOSPHERE	28
3. The Composition of Air	30
4. Characteristics of Air	40
UNIT THREE - MAGNETISM AND ELECTRICITY	50
5. Magnets and Their Uses	52

6. Electrons and Electricity	60
7. Use of Electricity	68
UNIT FOUR - CARING FOR THE BODY	78
8. Digestion and Circulation	80
9. Support and Protection Systems	88
10. The Nervous System	118

1. Information about the lungs would be found in Unit________.
2. The function of the arteries and veins would begin on page__________ and end on page__________.
3. Is cool air denser than warm air? __________ Where did you find the information__________________.
4. If you wanted to make a terrarium, where would you find the information? ____________________________________.
5. Information about Benjamin Franlin's experiment with kite would be located in Unit__________, Chapter__________.
6. "The Survival of Man" begins on page_________and ends on page___________.

III. Knowledge of Book Parts - How many parts of a book can you name? Perhaps you can name five, ten, or more. Why is it important for you to know the parts of a book? This is important so you will understand how books are planned and organized. If you can find information in books easily, this will help you to become more successful in school. Using less time and effort, you will be able to get your studying done more efficiently.

A. Definitions of parts of a book:

1. Title page - the page in a book on which is found the title, author, publisher, illustrator and other information.
2. Title - the name of the book.
3. Author - the person who wrote the book.
4. Illustrator - the person who designed the illustrations (or pictures) for the book.
5. Publisher - the person or firm who prints and sells the book.
6. Place of publication - the city where the book is published.
7. Copyright date - the date the book was registered for a copyright. (Usually the same as the publication date.)
8. Dedication - a name and usually a message expressing affection or gratitude from the author to a friend or relative stated in the front of the book.
9. Preface, foreword or introduction - these three words may be used interchangeably. It is written as preliminary to and explanatory of the book. Often it acknowledges help which has been given to the author by others.
10. Table of contents - a list of the chapters and their titles listed in the order in which they come in the book and found in the front of it. Often the table of contents gives important information about the book as it serves as an outline of the material in it.
11. List of maps or illustrations - also found in the front of the book and furnishing information as to what can be found there.
12. Index - usually found in the back of the book. It is a list of subjects in alphabetical order and lists the pages where these subjects can be found in the book.
13. Appendix - often found in reference books or textbooks and following the main part of the book. It gives supplementary information, often in the form of tables, lists, etc.

14. Glossary - found in some books. It is an explanatory vocabulary list, especially for books containing unusual, scientific or foreign terms.

15. Bibliography - a list of books which is often found at the ends of chapters or at the end of the book. Sometimes the books are listed because the author has used them as sources and sometimes he is recommending them for further reading.

B. Write the part of the book that is described in the information given below:

1. Written by Paul Randall
(Answer)_________________________

2. Columbus, 9, 18
Concord, 46
Confederate, 38, 40
Congress of the United States, 145, 146
Connecticut, 54, 204, 206
Constitution, 117, 426-429
(Answer)_________________________

3. THE HERITAGE OF THE AMERICAN NEGRO
(Answer)_________________________

4. merged - united, combined
meter - a unit of length in the metric system equal to 39.37 inches
metropolis - the chief city of a state, a large and important city
migration - moving from one country or from one area to another
milling - moving about in confusion
minority groups - those persons of a race who are fewer in number than those of other races
(Answer)_________________________

5. Bone, Robert A. THE NEGRO NOVEL IN AMERICA. Yale University Press, 1958.

Butcher, Margaret. THE NEGRO IN AMERICAN CULTURE. Alfred A. Knoff, 1956.

Dover, Cedric. AMERICAN NEGRO ART. Graphic Society, 1960.

Hughes, Langston. I WONDER AS I WONDER. Rinehart, 1956.
(Answer)________________________

6.

	Page
OUT OF THE PAST	10
FAME AND FORTUNE	19
EDUCATING THE POOR	26
FREEDOM TRAIN	39
THE WORLD OF SPORTS	51

(Answer)________________________

7. THE BLACKS IN AMERICA
By James Lawrence and Harold Carson

Silver Burdett Company
Atlanta, New York, London
(Answer)________________________

8. New York, N.Y.
(Answer)________________________

9. c 1968
(Answer)________________________

10. Designer, Milton Saunders
(Answer)________________________

IV. Dictionary Usage - A dictionary is primarily a reference book that presents, in a form more concise than in any other book the meaning, pronunciation, spelling, syllabication, usage, and etymology of words. To use it successfully and efficiently requires specific skills and understandings. These should be developed in an orderly manner as a part of the general Language Arts program, beginning in the primary grades even before the students have been introduced to a full-scale dictionary.

A. Finding Entry Words - The words that are defined in a dictionary are called entry words. All entry words in a dictionary are arranged in alphabetical order. To help you find words easily and quickly, lexicographers (people who prepare dictionaries) put guide words at the top of each page. The guide word (usually in boldface type) on the top left of each page is the first entry on that page. The guide word on the top right of each page is the last entry on that page. By looking at the guide words heedful and hello, you know all the entry words on that page come between heedful and hello in the alphabet.

Activity: Choose the one answer that is correct.

1. Think of a page with two guide words LITTLE and LOAD

   Which of these words would you expect to find on this page?
   - (a) lizard
   - (b) literal
   - (c) live

2. Guide words: HEATER and HEED

   Which of these words would you expect to find on this page?
   - (a) heed
   - (b) heaven
   - (c) helicopter

3. Guide words: AROUSE and ART

   Which of these words would not be found on this page?
   - (a) arrange
   - (b) arrow
   - (c) army

4. Guide words: DESOLATION and DETECTABLE

   Which of these words would you expect to find on this page?
   - (a) describe
   - (b) destructive
   - (c) detour

5. Guide words: POWDER HORN and PRAIRIE CHICKEN

   Which of these words would not be found on this page?
   - (a) pow-wow
   - (b) practical
   - (c) poverty

B. Homographs - Often we find two completely different words in our language that are spelled alike, but whose meaning and histories have little, if anything, in common. These words are called homographs: They are arranged like this:

back ^{1}(bak), n. the rear part of the human body

back ^{2}(bak), adv. at, to, or toward the rear.

Activity: Use the dictionary to locate these homographs. Discuss the meaning of each one. Use each one in a complete sentence. Write the sentence on the blank line.

1. pick ____

   pick ____

2. plane ____

   plane ____

3. slip ____

   slip ____

4. toll ______________________________

toll ______________________________

5. van ______________________________

van ______________________________

6. well ______________________________

well ______________________________

7. corn ______________________________

corn ______________________________

8. date ______________________________

date ______________________________

9. fair ______________________________

fair ______________________________

10. grate______________________________

grate______________________________

C. The Schwa - The most common sound in English words is identified in phonetic transcription by the symbol ə . The schwa was originally used in English to replace a multitude of other symbols for vowels that sound very much alike because they have lost all stress and been slurred over. The schwa occurs only in unaccented syllables. It is a sound something like "uh" and is used to indicate the sound you make in the following words:

a in alone
e in system
i in easily
o in gallop
u in circus
y in martyr

Activity: Say the phonetic transcription of these words. Write the correctly spelled words which they represent:

ab′s ə nt
a͡ng′gr ē
ā′k ôrn
ā′tēn′
är′m ə r
ev′ ə lo͞o′sh ən

ə dis͜h′ ə n
get′ ō
jep′ ə r dē
ō′ s͜h ən
fiz′ i k ə l
kic͜h′ ə n
ig zakt′

D. Stress Marks - When you say a word that has two or more syllables, you usually say one syllable slightly louder than the other. The emphasis that you give to a particular syllable by saying it slightly louder is called stress. Say the word apple. The ap in apple was emphasized more than the ple. To show the syllable with more stress this symbol ′ is used (ap′ ə l)

Activities: Look up the following words and place the stress marks in the correct places.

bamboo
chisel
ballad
chicken

justice
poet
rhubarb
reward

Often when a word changes form, the stress changes. Look up these words, write the stress marks and use each word in two sentences.

present	object
record	contract
content	subject

E. Inflected Forms - Not all nouns form their plural by adding s or es and not all verbs form their past-tenses by adding ed. The addition of such endings and the changing of the spelling of the base form is called inflection, and the words arrived at are called inflected forms.

Activity: The words in the list below are all plural words. Write in the blank opposite each word, the word that you would look under to find the listed word:

rocks ______________________

ranches ______________________

knives ______________________

kisses ______________________

cities ______________________

babies ______________________

churches ______________________

Activity: Give the plural for each of the following nouns. Use the dictionary.

formula ______________________

deer ______________________

agendum ______________________

alumnus ______________________

V. Use of the Glossary - Many books include a glossary to define unusual vocabulary found in the content. Use of the glossary does not just happens. Students need to be taught its value and how to use it.

VI. Use of the Encyclopedia - Encyclopedias like dictionaries, are also reference tools. They are a source of needed information. Many of them are arranged in alphabetical order like a dictionary. Others are arranged in topical order with an index volume which provides an alphabetical listing to aid in locating information. Teachers can teach pupils the use of the encyclopedia by:

1. Giving students as much practice as possible with the following reference books: Childcraft, Compton's Pictured Encyclodia, the World Book Encyclopedia, and Junior Britannica.
2. Explaining the use of the index volume of a set of encyclopedias.
3. Providing the pupil with a list of topics on which they are to check those that are likely to be found in an encyclopedia.

VII. Use of Graphical Data - Sometimes, the writer cannot put into words accurately what he wants to say. Therefore, pictures, maps, graphs, charts and diagrams are frequently used to explain more fully than is possible through the use of words. However, the student who is unfamiliar with the terms, codes and other graphical symbols, will have difficulty in interpreting graphical data.

A. Map Study

1. Teach pupils the simple concepts of direction (north, south, east, west), of distance and of scale.

2. Have pupils use the globe to identify water, land, forests, and mountains by their color designation.

3. Provide activities that teach the meaning of these terms: gulf, bay, earth, distance, scale, latitude, longitude, sphere, hemisphere, pole, and equator.

4. Some meaningful classroom activities are:

   a) Teach direction in the classroom: teach the meaning of up and down; demonstrate that at noon shadows are in the north.

   b) Explain how a small map or globe represents a large territory.

   c) Have students make a map of his immediate environment.

   d) Have pupils locate their city on a map

   e) Require pupils to answer questions as these:

      How many continents are there?
      How do you know that the earth is round?

   f) Ask pupils to locate on the map an example of each of the following:

      bay
      boundary
      canyon
      cape
      channel
      delta
      desert
      gulf
      inlet
      island
      lake
      mountain
      ocean
      peninsula
      platian
      river
      sea

B. Chart Study - A chart is a type of map used to represent information through the use of lines or curves. Charts often show relative sizes, positions, sequences, or comparisons. Charts may also indicate immediacy and concreteness in relation to current activities. Some different kinds of charts are:

1. Experience chart based on something students know about, have had an opportunity to observe, explore, try out, and utilize.

(Example)

The Farm

We went to the farm. We saw a large herd of cows.

The farmer drove them into a barn. The man washed their udders. He attached the milking machines.

The milk ran through glass pipes to large tanks. These tanks were cooled by cold water.

2. Standard charts with rules for working, discussion, reports, and committee work.

(Example)

Word Attack Chart

Follow these steps to pronounce unknown words.

1. Look at the beginning, middle and end of the word.
2. Skip the word and read the rest of the sentence. Try to insert a word that makes sense in the sentence.
3. Notice the long or short vowels in the word.
4. Ask the teacher.

3. Direction chart with specific guides for making or doing.

Making A Wall Plaque

1. Secure a clean, round, ice cream carton and cut off the uppor portion until 1 inch remains.
2. Cover the bottom evenly with 1/4 inch of clay.
3. Draw a pattern of a head, or a bird, flower, or animal design on cardboard.
4. Cut this out, lay it on the clay and trace around it.
5. With a sharp knife, cut out this portion of the clay.
6. Grease the entire surface.
7. Prepare plaster of Paris and pour until the desired thickness is acquired.
8. While it is still wet, insert a hanger in the back.
9. When thoroughly dry, remove from the mold. Sand any rough edges with fine paper and paint plaque.
10. An attractive way to frame it is with pleated ribbon glued to the back.

4. Vocabulary chart with new and useful words recorded for reference or further practice.

(Example)

Forced Vocabulary

answer
arrange
blacken
choose
circle
complete
construct
copy
cross
define
describe
draw
fill
find
follow
listen
look
make
read
underline

5. Creative expression chart to record stories, poems, or songs that have been devised by members of the group

(Example)

FLOWERS

Flowers are red
Flowers are blue
Flowers are things
That grow for you.

Flowers have roots
Flowers have leaves
Flowers are things
That grow in the breeze

By Jane Doe, Age 8

6. Information chart, which may simplify some complex material from text or other reference so it is readily available.

(Example)

Committes

Bulletin Boards - Jane, Robert
George, Ruth

Art Materials - Sally, Margaret
Fred, Julia

Library - Mary, Francis
Frank, Jerry

Dance - Mack, Louise
Claudia, Sam

7. Sequence chart, which gives clear steps in a process or a record of events; especially useful in relation to social studies as in time lines, calenders of events, logs, and records of progress.

(Example)

Monthly Activities

First Mondays - Boy Scout Meeting
Room 7
2:30 - 3:30 P.M.
Mr. Jones, Sponsor

Second Tuesdays - Girl Scout Meeting
Room 10
2:30 - 3:30 P.M.
Mrs. Scott, Sponsor

Third Fridays - Drama Club
School Cafetorium
2:30 - 3:30 P.M.
Mr. Wright and
Mrs. Long, Sponsors

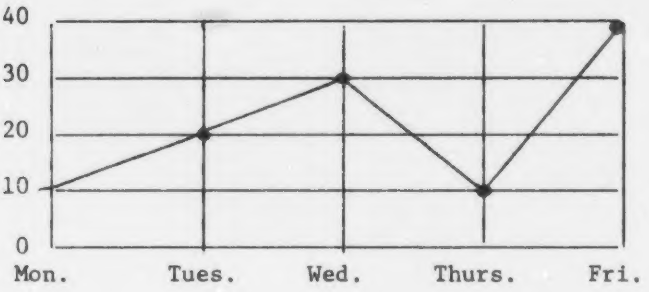
C. Reading Graphs is another important skill. There are six steps involved in graph readings: (1) Reading the title to find out what the graph is about. (2) Discovering what is being compared - persons, places or things. (3) Being able to interpret the legend. (4) Understanding the meaning of the vertical and horizontal axis. (5) Identifying the scale of measure that has been used. (6) Summarizing information gained from the graph.

There are four kinds of graphs:

1. The line graph is the simplest type, and one of the easiest ways to show the attendance of pupils.

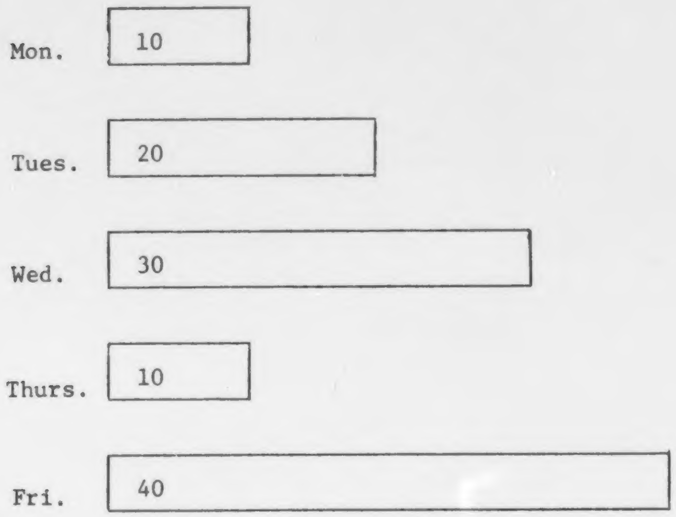
   (Example)

Number of Pupils Present
During the Week



2. The bar graph is a good way of expressing comparisons of increases and decreases in quanity over a period of time.

(Example)

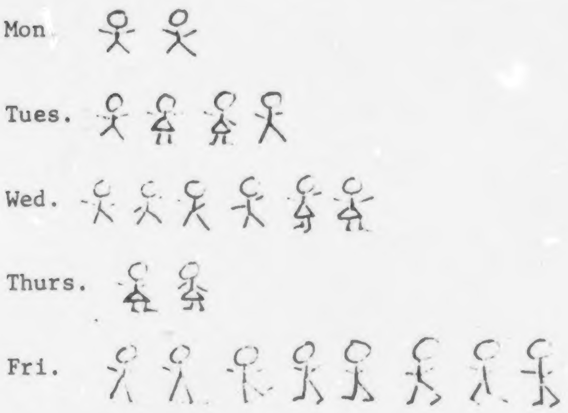


Pupils Present

3. **The picture graph, the easier one of all, uses symbols instead of lines or bars to explain information.**

(Example)

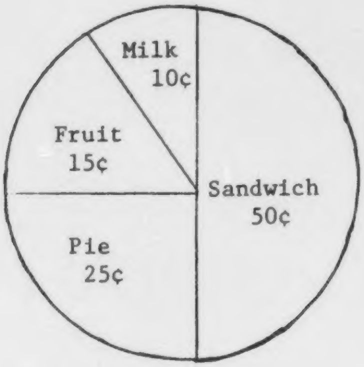
Each symbol = 5 students present



4. The circle graph shows the relation of the parts of anything to the whole.

(Example)

Money Spent for Lunch



D. Reading Tables - A table is a simple listing of facts and information. In reading a table the pupil should first look at the title. He then should look at the headings of the various columns with their major headings and subheadings if there are any. Finally, he must read the details which are usually written in the left-hand column.

(Example)

Gas Prices in Cents Per Gallon

Company	Nov.	Dec.	Jan.	Feb.
Standard	28	33	40	55
Shell	29	31	41	58
American	29	30	45	52
Gulf	28	29	44	50
Hess	28	28	33	45

VIII. Reference Materials - Other materials commonly known as reference sources include the newspaper, pictures, telephone book, magazines, catalogs and the World Almanac. Some activities which may be used to develop reference skills are as follows:

A. Ask students how the newspaper affect our daily lives. Have each student to bring in two or three clippings to illustrate their viewpoint. Discuss articles and display on bulletin board or in a class scrapbook.

B. Ask students to write for samples of various newspapers all over the United States. Make comparisons of news coverage and editorials. Use the World Almanac for names and sources.

C. Have students use the tape recorder to tell individually why they want to learn to read the newspaper. Record what kind of help they feel they need in what areas of newspaper reading. Tape the benefits students say they have derived from the experience of a newspaper they have read. Record what they liked and disliked in their newspaper reading.

D. Introduce the newspaper by defining newspaper terms for students:

Ad-advertisment

Banner - A headline covering the full width of the page.

Beat - A reporter's area of responsibility; an exclusive news story.

By-line - The reporter's name at the start of a story.

Classified Advertising - The small-type "want ads."

Copy - All materials prepared for publication.

Cover - To get the facts about a news event and write the story.

Dateline - Line at the beginning of a story giving the place and sometimes the date of origin of the story.

Dummy - A diagram or layout of any page to be printed.

Editorial - An expression of a paper's opinion, usually confined to the editorial page.

Leg man - A reporter who gathers news but telephones it to the office to a rewrite man who writes the story.

Morgue - A newspaper library containing books, pictures, cuts, clippings, biographies and other reference materials.

Proof - The first impression taken of a galley of type, used to make corrections.

Teletype - A machine which sends and receives written matter by wire, either telephone or telegraph.

E. Ask students to number their papers from one to ten. Make transparencies of articles from the newspaper. As the articles are viewed have them classify the articles as to general news, sports, editorial, classified ads, financial or business news, news of entertainment, women's and family features.

F. Ask students to make their own telephone directory of important numbers such as:

School ______________________________

Fire ______________________________

Police ______________________________

Doctor ______________________________

Cleaners ______________________________

Ambulance ______________________________

Dentist ______________________________

Mother at Work ______________________________

Father at Work ______________________________

Friends ______________________________

____

____

____

G. Instruct students in the use of the yellow pages. Ask them to locate specific places for furniture, machines, doctors, schools, clothing, Service Stations, Airlines, etc.

H. Have students to bring in copies of magazines that they enjoy reading. Ask them to compare the lay-out of each magazine.

I. Assist students in using catalogue to order specific items. Some sources are Sears Roebuck, J. M. Fields, Spiegels.

J. Assign students to telephone these various community agencies for information or to offer their services:

American Cancer Society
Boy Scouts
Red Cross
Community Action Migrant Program
Florida Health and Welfare Council
Heart Association
Hospitals
Legal Aid
Migrant Child Care Center
Salvation Army
Senior Citizens Club
Social Security Administration
Tutor Bank
United Fund
YMCA

K. Using The World Almanac, have students make a chart of facts about a subject such as National Parks in America, Professional football teams, leading women tennis players, etc.

IX. Use of Card Catalogue - In order to be able to locate materials effectively in a library the student must know how to use the card catalogue file. The help given in learning how to locate books in a library should be in terms of the library to which children have access. If there is no library, a classroom library may be organized to serve as a substitute. Some helpful learning activities are:

A. Explain that the term card catalogue applies to the collection of drawers in which are filed three-by-five inch cards which give data on all the books in the library. They should also be taught that the card catalogue contains at least three different kinds of cards - namely, the author card, the title card, and the subject card.

B. Ask the students to arrange these book titles in alphabetical order by the author's last name.

Petunia, I love you by Roger Duvoisin
Swimming by Leo Lionni

Angelo Goes to the Carnival by Earl Goodenon

A Lion for Niccolby by Susan Philipson

I Know a Giraffe by David White

A Day of Autumn by Marjorie Auerbach

Runaway John by Leonore Klein

Bright Barnyard by Dahlov Ipcar

The Hungry Book by Charlotte Steiner

Look at a Gull by Dare Wright

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

C. The Dewey decimal system employs the following number classification:

000-099 General works, including bibliography and general periodicals

100-199 Philosophy, psychology, ethics

200-299	Religion, Bible, Mythology
300-399	Sociology, Economics, Education, Political Science
400-499	Philology, Dictionaries, Grammars
500-599	Natural Science, including Mathematics, Chemistry, Physics
600-699	Applied Science, including Useful Arts, Medicine, Agriculture, Manufacturing
700-799	Fine Arts, Music, Recreation
800-899	Literature
900-999	History, Biography, Travel

Use the Dewey numbers above to fill the blanks.

Some numbers may be used more than once.

1. To learn about air pollution. ________________________
2. To make a Halloween costume. ________________________
3. To learn how to play a guitar. ________________________
4. To help you read French. ________________________
5. To practice First Aid. ________________________
6. To find out about baseball greats. ________________________
7. To find a recipe for baking cookies. ________________________
8. To discover who made
   the first automobile. ________________________
9. To find out about the German culture. ________________________

10. To write a report on the three great religions of the world. ______________________________

11. To find out who were the last ten supreme court judges. ______________________________

12. To find out about zinc and copper. ______________

D. In which drawer will you find the cards for these authors?

A - B	H - J	P - R
C - E	K - L	S - T
F - G	M - O	U - Z

1. Carl Sailer __________
2. William Manchester __________
3. Hiram Ginott __________
4. Margaret Mead __________
5. Charles Siberman __________
6. Donald Durrell __________
7. Charlott Huck __________
8. F. Lee Bailey __________
9. David Russell __________
10. Vasil Kerensky __________

E. The illustration above looks like the front of a card catalogue. There are three kinds of cards in the card catalogue: SUBJECT CARD - AUTHOR CARD - TITLE CARD Which kind of card would you use to find the following books? Which Drawer?

		Kind of Cards	Drawer
1.	A card for the book, Africa	____________	_____
2.	Cards that tell you to find books about ELEPHANTS	____________	_____
3.	A card for the book, SEVEN IS MAGIC	____________	_____
4.	Cards that tell you books this library has by Charlott Reynolds	____________	_____
5.	A card for the book, ANIMALS WITH POCKETS	____________	_____
6.	Cards that tell you where to find books about DANCES	____________	_____
7.	A card for the book, SOUNDS OF A DISTANT DRUMMER	____________	_____
8.	Cards that tell you the books this library has by Bill Martin	____________	_____
9.	A card for the book, BROWN BEAR, BROWN BEAR	____________	_____
10.	Cards that tell you where to find books about FARMING	____________	_____

X. Organization Skills - The reading teacher or tutor is responsible for developing these important skills and helping children to apply it in connection with their daily reading. The organizational skills are skimming and scanning, classifying ideas, summarizing, note-taking and outlining.

In the first grade, children may organize pictures and words according to certain classifications, arrange sentences to reproduce chart stories, classify ideas gained from reading, and find stories concerning a given topic. In second and third grades, pupils may engage in more complicated organization activities in which they classify items according to headings, organize items in a certain order, and have beginning experiences in summarizing. In the middle grades, children are capable of taking on more advanced steps in organizing items in terms of sequence, outlining, note-taking, summarizing, bringing together information from several sources and preparing charts and graphs.

A. Skimming and Scanning - To skim, we teach the pupil to:

1. Preview materials by reading the opening and closing sentences.
2. Look for such cues as italicized words, numbered sentences, or such words as first, second, because, in addition to, also, but, and the like.

Scanning is that type of reading used in locating quickly specific information. We use scanning constantly in such tasks as reading an index, a telephone directory, a dictionary, and in finding a date, a word, a number or a certain phrase. The three steps involved in scanning are:

1. Understanding what to look for.
2. Looking swiftly over the page, list, or column expecting fact to stand out from the rest of the page. Look for bold print, underlined print or italicized print.
3. Verifying the answer when it is found and reading it carefully.

B. Classifying Ideas - Classification is related to the ability to see likenesses among words, phrases and sentence. Many words, ideas and objects fall into the same categories. Pupils who are able to classify experiences and ideas have a better understanding of concepts.

1. Ask students to locate information on these animals:

   Horse, elephant, giraffe, lion, tiger, deer.

   Have them to classify information about each animal under the following headings:

   Characteristics, Habitat, Food

2. Expose a chart for five minutes with words such as the following:

   vegetable
   incubator
   cultivate
   irrigate
   reaper
   wheat
   alfalfa
   tractor
   harrow
   ginning
   stare
   potato
   pack
   poultry
   tobacco

Remove the chart and write these headings on the chalkboard: PRODUCT, PROCESS, MACHINERY. Ask students to write as many words as they can remember under each heading.

3. Write these phrases on the chalkboard. As pupils to put all of phrases together that are similar. There are three groups of phrases. Then discuss how phrases are alike.

in the field
the long green snake
under the porch
the beautiful woman
a difficult task
a bright yellow balloon
under the porch
between the hedges
some sweet brown cookies
an outrageous idea
some smart students
many large blue kites
over the hill
several white horses
many wonderful people
inside the house

C. Summarizing - Summaries help to keep important facts and the main idea in capsule form. Summaries are very useful when reading literature and other stories. They are not so useful in scientific areas such as chemistry and biology.

1. Have pupils select the main idea of a paragraph from four possible choices:

> Juan was the first to see the bus. He shouted and waved his hands. The other people in the village came running. Everyone shouted and waved. It was the school bus. This bus did not take children to school. In this village in Mexico, there were no schools. The bus was the school! The driver of the bus was the teacher. The bus would stay in the village for three months.
>
> In the morning, the teacher gave lessons to the small children. In the afternoon, the big children came. First they worked in the fields. Then they came to school. At night, the fathers and mothers went to the schools. They wanted to learn, too.
>
> Some day the village will have a real school. But now, the school on wheels is the only school the people have. Why do you think these people are so glad to see the school on wheels?

A good summary for the above paragraph might be:

a. In Mexico, the bus drivers were also good teachers.

b. The bus went from village to village so that Mexican children could learn.

c. The people in Mexico would always shout when they saw the bus.

d. The bus would stay late in the evening so that parents could learn too.

2. Have pupils read poetry and select the best summary from a series of four choices. Poetry usually presents one main idea or moral and that main idea summarizes what the poem has to say. In poetry all the words are so interrelated that they dovetail into one main idea. Thus:

> Words are such funny things, they can be lovely
> or give bitter stings. Think hard before you let
> them go - you cannot get them back, you know!
>
> G. D. Davis

A summary of this poem might be:

- a. People can say what they wish as long as it's funny.
- b. Be careful what you say to children.
- c. Think before you speak because unkind words may hurt others.

3. Have pupils summarize a message so that it would be suitable for sending by telegram. Reduce the message below to fifteen words or less.

Mrs. Alma Fitch, our next door neighbor, has broken her right leg and was transported to General Hospital last Monday evening. She would like for you to come as soon as possible

4. Have pupils write summaries of stories they have read.

5. Have pupils select from three summaries that which best summarizes a series of paragraphs.

6. Have pupils identify the moral of a statement or paragraph. For example:
"As educators, we have moved easily and effectively in the world of ideas. We have, I think, now to learn the more difficult art of moving easily and effectively among people."
The moral might be: "Peoples of the world must learn to live together in peace."

7. Have pupils write headlines for the local school paper.

D. Note Making - Effective note taking is a high level study or integrative reading skill. It requires attention, concentration, skillful reading and listening, and the putting into practice of one's organizing abilities. Comprehension is the prime consideration. The pupil should learn to listen and read for meaning rather than for mere words. There are three basic forms of note-making:

1. The Paragraph - Each paragraph represents a new idea.
2. The Sentence - This is better than the paragraph form in that it attempts to organize the material by stating a series of sentences.
3. The Outline - This provides the best opportunity for organization.

Simplicity is the key to good note-making. Thoroughness, however, should not be ignored. The pupil must learn to take enough notes, so that, if after the lecture he spends a few moments on them, he can organize them into the major content of the lecture on reading.

Notes should be reworked as soon as possible. The more recently the student revises them, the more accurate will be the content of the presentation.

Some effective guidelines for effective note-making as suggested by Dechant are as follows:

1. Use a standard 8 1/2" x 11" notebook.
2. Use a loose-leaf notebook, not clipboards, small pads, or ordinary writing tablets.
3. Divide his paper into two sections:
   the right side of the page to be used for actual note-taking, the left margin for personal comments. Below the notes and personal comments may be written the summary.
4. Number each page, entitle notes, and begin each new topic on a new page.
5. Keep notes from different classes in separate notebooks or separate them with dividers or tabs.
6. Take notes in ink.
7. Use only one side of the page.
8. Make notes brief and to the point.
9. Use quotation marks whenever the writer's or the speaker's words are quoted.
10. Copy definitions, formulas, and statistics exactly. They usually cannot be shortened.

11. Move on if a point is missed. Allow room to add it later.

12. Combine notes on the same topic.

13. Make notes of those items that are emphasized, frequently repeated, on which there will be an examination, and that are written on the blackboard.

14. Make a table of contents for the notebook.

15. Organize notes, indenting supporting points and subtopics.

E. Outlining - This is another way of organizing information. It is closely related to summarizing. If the student owns the book, he may outline by underlining and by using letters and numbers to point up main ideas and supporting points. The student must be taught to look for the organization of a story by following the sequence of events. The success of a good outline is the inclusion of important information and the exclusion of unimportant details.

The proper procedure for numbering and lettering the outline is listed below:

```
I. Under the heading of...
        A. Under...
          1. Under...
            (a) Under...
               (a) Under...
                  ( I) under...
                  (II) under...
```

II. Under the heading of...

A. Under...

1. Under...

(a) Under...

Teaching the student to outline may be done in several ways:

1. Have pupils organize a series of objects into specific categories. (Example)

   Choose three specific headings for the words below.

   Put each word under one of the headings:

   battery
   brake
   chair
   constitution
   democracy
   federal
   Ford
   guitar
   harmony
   motor
   nominate
   piano
   republic
   rhythm
   windshield

   The three major headings are Government, Automobile, and Music.

2. Have pupils select two or three main ideas in a series of paragraphs.

3. Have pupils check their outlines against teacher - prepared outlines over the same material.

4. Have pupils fill in the details in an outline for which they have been given the major ideas and their supporting points.

I.
    A.
    B.

II.
    A.
    B.

(Example) If students were given the following information:

Authur Ashe, a great tennis player

Benjamin Banneker, man of science

Phillis Wheatley, world famous poetress

Famous Afro-Americans

Henry Aaron, on the heels of Babe Ruth

Afro-Americans in Sports

The above information in outline form would look like this:

1. Famous Afro-Americans
    A. Phillis Wheatley, world famous poetress
    B. Benjamin Banneker, man of science

II. Afro-Americans in Sports
    A. Authur Ashe, great tennis player
    B. Henry Aaron, on the heels of Babe Ruth

CHAPTER XIV

PRESCRIBING FOR INSTRUCTION

Just as the doctor diagnoses the patient before prescribing medication, the teacher must be extremely knowledgeable about the diagnostic-prescriptive approach to teaching. It is a waste of time and energy to teach materials that are already known by the student.

The diagnostic-prescriptive approach to teaching should involve these procedures: (1) establishing rapport with the student (2) collecting diagnostic data (testing) (3) interpreting the data (4) summarizing the data (5) writing the prescription or lesson plan (6) teaching the needed skills (7) evaluating to find out if the skill has not been mastered.

Establishing Rapport - The student has been scheduled to attend tutorial sessions. Understandably, he is apprehensive about what he will find. He probably has many questions roaming around in his mind. What will this experience be like? What will be expected of me? Will I like the tutor? Will she/he like me? Here are some suggestions that may help the student and the tutor feel a little more at ease.

1. Explain to the student the purpose of the tutorial sessions: to help him/her improve his/her language and reading skills, to assist with home assignments when possible and to provide

other enrichment activities that should help him/her to succeed in other subjects.

2. Try to get the student to talk about himself and his latest interesting experience. Here are some leading questions: What do you like most about school, what do you dislike most about school, what have you read lately, why do you think learning to read is important? As the conversation unfolds, other questions will come to you.

3. Explain to the student that there is certain information that you must gather in order to help him. Make it a policy to always explain to students the reason(s) you have asked them to do something.

4. Have student complete the Student Application Form and an Interest or Preference Inventory. Give assistance to those students who are having difficulty with spelling and/or writing.

5. Administer the Individual Reading Inventory to find the student's instructional level. This may or may not be done by your immediate supervisor.

6. Administer a Standardized Reading Achievement Test. This instrument, as well as all others, should be discussed with you during the tutor training sessions.

7. uring the time that you (the tutor) are collecting diagnostic data (testing), you should observe your students closely. Watch for signs of visual problems such as holding reading materials too close or too far away, rubbing the eyes or squinting the eyes. Do your students seem to be in general good health? Any unusual defects should be noted for later referral.

8. If the student speaks English as a second language, your immediate supervisor will make provisions to administer an oral language assessment.

9. For those students who will be placed in the Criterion Assessment System, administer the Diagnostic Outcome Assessment at the appropriate level. For those students who will be placed in the High Intensity Management System, administer the (BTRC) Basic Test of Reading Comprehension to determine their sub-system.

10. As soon as all data is collected, it should be placed on the Diagnostic Summary Sheet. (See following page).

11. Use the Diagnostic Summary Sheets to write prescription or lesson. (Example on following page for three (3) day lesson plan). IR - Independent Reading - IA Independent Activity - TG - Teacher Guided Activity.

12. After prescriptions have been written, collect and organize all materials that are needed. Time is wasted if students must wait until the tutor locates materials.

13. If the student does not know the skill(s) that has been taught, the tutor should use another technique to teach the same skill(s). If worksheets were used initially, perhaps games may achieve better results.

14. Included in this chapter are additional examples of prescriptions or lesson plans. For the instructional levels of the students in prescription number 1, check the Diagnostic Summary Sheets in this chapter. Prescription number 2 is a group of girls (6th graders) reading at about the 4th grade level. Prescription number 3 contains activities for a group of middle school boys reading at the 5th grade level. Note that each group (Lesson Plans 2 and 3) began with a whole-group activity but later worked on individual skill needs. Whole-group activities are possible if students are near the same age and interest level. Also, many of the enrichment activities may be initiated in a whole-group setting. This is especially true in the areas of poetry, art, and independent reading.

15. The High Intensity Management System uses a different kind of prescription. Rather than planning for three (3) students on a single page, High Intensity's plan uses a single page for each student. See examples that follow in this chapter.

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
REGION III

SUMMARY OF DIAGNOSTIC INFORMATION

NAME Barbara Johnson DATE 10/3/72

SCHOOL Sunset Middle GRADE 7

BIRTHDAY ____ AGE 13 SEX Female

I Achievement Test

Instrument (s) California Test of Basic Skills (CTBS)

Level 3, Form S

Entry 4.9 (10/3/72) Date Exit ____ ( ) Date Gain Score ____

Comments: Vocabulary 4.8

Comprehension 4.9

Total 4.9

II Individual Reading Inventory

Instrument Spache Diagnostic Reading Scales

Pre-Test (10/4/72) Date	Post-Test ( ) Date
Instructional Level 4.5	Instructional Level ____
Independent Level 3.5	Independent Level ____
___ Substitutions	___ Substitutions
X Omissions	___ Omissions
___ Reversals	___ Reversals
X Repetitions	___ Repetitions
___ Use of Context Clues	___ Use of Context Clues
___ Word Attack Skills	___ Word Attack Skills
___ Basic Sight Vocabulary	___ Basic Sight Vocabulary
X Comprehension	___ Comprehension

____ Appears tense
____ Moves head
_X_ Holds book too close
____ Other

COMMENTS: Refer for eye examination

____ Appears tense
____ Moves head
____ Holds book too close
____ Other

COMMENTS: ____

III Interest Inventory

COMMENTS: Barbara is mainly interested in reading and working in a grocery store as a cashier

Date 10/2/72

IV Basic Sight Word Test

Pre-Test
Part I (10/5/72)
Date

Words Missed

None

Post-Test
Part I (____)
Date

Number of Words Known

____

Number of Words Not Known

____

Part II (10/5/72)
Date

Words Missed

None

Part II (____)
Date

Number of Words Known

____

Number of Words Not Known

____

V Initial Criterion Assessment

Date	Code	Skill Deficiency
10/ 7/72	55-6	Using Contraction Rules
10/ 8/72	56-2	Using Object Properties
10/ 9/72	56-3	Classifying Spatial Direction Nouns
10/10/72	56-10	Using Modifying Words
10/11/72	56-11	Using Conjuctions and Relation Words

VI High Intensity

Basic Test of Reading Comprehension (BTRC) (______) ____________________
Date

Sub-System (______) ______________________________
Date

Instructional Objectives (10) (______)
Date

COMMENTS: Forced Vocabulary - All known

Very poor cursive writing

VII Additional MEC Services

Peabody Picture Vocabulary Test ( ) Date

Bender - Gestalt Test ( ) Date

Hearing ( ) Date

Vision (10/17/72) Date Eye Examination - needs glasses

Dental ( ) Date

General Health ( ) Date

Other ( ) Date

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
REGION III

SUMMARY OF DIAGNOSTIC INFORMATION

NAME James Mosley DATE 10/3/72

SCHOOL Sunset Middle GRADE 7

BIRTHDAY 9/8/61 AGE 12 SEX male

I Achievement Test

Instrument (s) CTBS Level 3 Form S

Entry 2.7 (10/4/72) Date Exit ( ) Date Gain Score

Comments: Voc. (2.0)
Comprehension (3.5)

II Individual Reading Inventory

Instrument Spache Diagnostic Reading Scales

Pre-Test (10/5/72) Date

Post-Test ( ) Date

Instructional Level	2.0	Instructional Level	
Independent Level	1.0	Independent Level	
X	Substitutions		Substitutions
X	Omissions		Omissions
X	Reversals		Reversals
X	Repetitions		Repetitions
X	Use of Context Clues		Use of Context Clues
X	Word Attack Skills		Word Attack Skills
X	Basic Sight Vocabulary		Basic Sight Vocabulary
X	Comprehension		Comprehension

______ Appears tense	______ Appears tense
______ Moves head	______ Moves head
______ Holds book too close	______ Holds book too close
______ Other	______ Other
COMMENTS: James was frustrated during this inventory session	COMMENTS:

III Interest Inventory

COMMENTS: James said that the most important thing to him now is finding a job to help his mother

Date 10/6/72

IV Basic Sight Word Test

Pre-Test Part I (10/2/72) Date	Post-Test Part I ( ) Date
Words Missed	Number of Words Known
He gave up after the first five words	
	Number of Words Not Known
Part II ( ) Date	Part II ( ) Date
Words Missed	Number of Words Known
	Number of Words Not Known

V Initial Criterion Assessment

Date	Code	Skill Deficiency
10/17/72	24-2	Identifying Initial Single Consonant Sounds
		Identifying Final Single Consonant Sounds

VI High Intensity

Basic Test of Reading Comprehension (BTRC) (______) ______________________
Date

Sub-System (______) ______________________
Date

Instructional Objectives (10) (______)
Date

COMMENTS: Very cooperative student. Lacks confidence in himself.

VII Additional MEC Services

Peabody Picture Vocabulary Test (______) ____________________
Date
____

Bender - Gestalt Test (______) ____________________
Date
____

Hearing (______) ____________________
Date
____

Vision (______) ____________________
Date
____

Dental (______) ____________________
Date
____

General Health (______) ____________________
Date
____

Other (______) ____________________
Date

____

____

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
REGION III

SUMMARY OF DIAGNOSTIC INFORMATION

NAME Raymond Price DATE 11/27/72

SCHOOL Sunset Middle GRADE 7

BIRTHDAY 12/11/60 AGE 12 SEX male

I Achievement Test

Instrument (s) CTBS Level 3 Form S

Entry 2.6 (11/30/72) Date Exit ______ (______) Date Gain Score ______

Comments: Voc. (3.3)

Comp. (2.0)

II Individual Reading Inventory

Instrument Diagnostic Reading Scales

Pre-Test (11/14/72) Date

Instructional Level 2.0

Independent Level 1.0

______ Substitutions
______ Omissions
______ Reversals
______ Repetitions
______ Use of Context Clues
______ Word Attack Skills
______ Basic Sight Vocabulary
______ Comprehension

Post-Test (______) Date

Instructional Level ______

Independent Level ______

______ Substitutions
______ Omissions
______ Reversals
______ Repetitions
______ Use of Context Clues
______ Word Attack Skills
______ Basic Sight Vocabulary
______ Comprehension

______ Appears tense
______ Moves head
______ Holds book too close
______ Other

COMMENTS: ______________________________

______ Appears tense
______ Moves head
______ Holds book too close
______ Other

COMMENTS: ______________________________

III Interest Inventory

COMMENTS: Prefers to work with tapes and records. Draws well.

Date 11/27/72

IV Basic Sight Word Test

Pre-Test
Part I (11/27/72)
Date

Words Missed

4 out of 20

Part II (______)
Date

Words Missed

Post-Test
Part I (______)
Date

Number of Words Known

Number of Words Not Known

Part II (______)
Date

Number of Words Known

Number of Words Not Known

V Initial Criterion Assessment

Date	Code	Skill Deficiency
11/27/72	24-3	Identifying Final Single Consonant Sounds
11/28/72	25-3	Identifying Compound Words

VI High Intensity

Basic Test of Reading Comprehension (BTRC) (Date)

Sub-System (Date)

Instructional Objectives (10) (Date)

COMMENTS: Raymond doesn't follow direction.

Seems to be uninterested in school.

VII Additional MEC Services

Peabody Picture Vocabulary Test ( ) Date

Bender - Gestalt Test ( ) Date

Hearing ( ) Date

Vision ( ) Date

Dental (12/3/72) Date Referred to Nurse for dental examination

General Health ( ) Date

Other ( ) Date

Needs additional clothing

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
REGION III

NAME Rose Carpenter

STUDENT'S PRESCRIPTION (H.I.)

DATE	MATERIAL(S)	DIRECTIONS	COMPLETED		COMMENTS
			Yes	No	
5/20/74	Book Report	Gone Away Lake	X		Excellent
	RFU	#10 0 ▭	X		4
	CIO's	379, 380, 381, 382	X		3
5/21/74	SRA IIa	Olive D: 15 Green C: lo	X		2
	SRA IIb	Gold D: 10 Olive C: 10		X	5
5/22/74	SRA IIb	Aqua E: 7	X		2
	RFU	#11 ◇ △	X		2
5/23/74	SRA IIb	Green E: 10	X		4
	Bk. Report	Independent Reading		X	5
5/24/74	SRA IIa	Silver E: 6	X		3
	SRA IIb	Blue E: 6	X		3

*CODE FOR COMMENTS: 1 = Very Good 2 = Good 3 = Fair 4 = Needs Practice 5 = See Me

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
REGION III

NAME Jane Myers

STUDENT'S PRESCRIPTION (H.I.)

DATE	MATERIAL(S)	DIRECTIONS	COMPLETED		COMMENTS
			Yes	No	
5/13/74	Mission Read	Syllable Identification			2
	Barnell-Loft	Challenge - 3p. 2, 11, p2, 18	X		1
	Ad Wes Kit A	Working with Sounds C: 35-36	X		1
		Get Ready B, Work: 301, 302	X		2
5/14/74	Movie Projector	"Peer-Produced Book"		X	5
	Screen	View film and dictate interpreta-			
	Film	tion into tape recorder			
	Tape Recorder				
5/15/74	SRA IIb	Aqua E: 7		X	1
	RFU	#11 ◇ △	X		2
5/16/74	Tape Recorder	Continue with Peer-Produced Book.		X	5
		Complete taping Session			
5/17/74	Continental Work Sheet	Review Syllable	X		5
		Identification			
	SRA IIb	Smiles and Metaphors	X		4
	Aqua E: 7				

*CODE FOR COMMENTS: 1 = Very Good 2 = Good 3 = Fair 4 = Needs Practice 5 = See Me

	MONDAY	TUESDAY	WEDNESDAY
Barbara	(TG) - Worksheet - Continental Press (IR) - Free reading - Library Book (IA) - Practice cursive writing skill using guide provided	(TG) - Discuss handwriting with student (IA) - Write short paragraph using contractions (IR) - Library Book	(TG) - Discuss library book (IA) - Crossword Puzzle using contractions (IA) - We are Black (Lab)
James	(TG) - Modern Curr. Press workbook pp 16-18 (IA) - Filmstrip and tape "The World of Work" (IA) - Practice of first 5 basic sight words	(IA) - Worksheet on Initial Consonants (TG) - Discuss Filmstrip (IA) - Practice writing and pronouncing sight words	(IA) - Draw pictures beginning with these sounds: s,p,t, w and m. (IA) - Free reading (TG) - Review sight words check handwriting skills
Raymond	(TG) - Indentifying compound words (IR) - Checkered Flag Series - Book and tape (IA) - Sight Vocabulary Individual Project Work on mural	(TG) - Discuss book from Checkered Flag Series (IA) - Write compound words from board (IA) - Work on mural	(TG) - Sight vocabulary Check compound words (IR) - Choose own book (IA) - Work on mural for art exhibit

	MONDAY	TUESDAY	WEDNESDAY
Sandra	Whole-Group Activity Peer-Produced Books 1. Tutor will read a story to the students.	(TG) - Contextual Analysis Barnel Loft - Book C (IA) - Work on peer-produced book (IR) - Choose Library Book	(IA) - Work on Peer-Produced Book (TG) - Book Conference Vocabulary Comprehension
Joan	2. Each student will tell her story into a tape recorder, adding or changing parts if she chooses to. 3. Each student will draw pictures about each part of the story.	(IR) - Complete Book Report Form (IA) - Work on Peer-Produced Book (TG) - Finding the main idea (RFU)	(TG) - Assist with peer-produced book (IA) - Work sheet on main ideas Continental Press
Mary	4. Students will type story under each picture.	(IA) - Work on Peer-Produced Book (TG) - Assessment - 47-1 Using Rules for sentences - Punctuation and capitalization	(TG) - Rules for sentences "Enjoying English Book 4 (IA) - Peer-Produced Book Homework from another subject

	MONDAY	TUESDAY	WEDNESDAY
Joseph	Whole - Group Activity "Black American Series" 1. Introduce Series and materials to students. 2. Discuss Black Explores, Statesmen, Inventors and Freedom Fighters.	(TG) - Introduce Vocabulary on Carl B. Stokes (IA) - Complete worksheet "Opened and closed syllables: (IR) - Read story on Carl Stokes - Use tape	(IR) - Continue with Black Leader C. Stokes (TG) - Check worksheet "Opened and closed syllables" (Reteach if necessary)
Alvin	3. Each student will choose one Black Leader for indepth study. 4. Each student will read the book and use accompanying tape about his leader.	(IA) - Workbook Exercise "Use of Dictionary p. 60-61 - "Phonic We Use "Book E" (TG) - Introduce Voc. on Crispus Attucks (IR) - Read story about chosen leader, C. Attucks.	(TG) - Go over workbook exercise on "Use of the Dictionary (IR) - Continue with Black Leader Crispus Attucks
Samuel	5. Students will plan a bulletin board entitled "Black American Leaders" 6. Students will use library reference materials for further information	(IA) - Work on "Forced Vocabulary" (TG) - Voc. on Harriet Tubman (IR) - Read life of H. Tubman Answer Questions	(TG) - Check "Forced Vocabulary" Use words in sentences (IR) - Continue with Black Leader H. Tubman (IA) - Work on bulletin Board "Black American leaders"

Some Hints on Teaching Reading

There is nothing mysterious or difficult about providing reading instruction for poor readers. Tutorial reading differs from regular instruction by a more careful diagnosis of the child, followed by carefully planned activities and exercises than insured success. Whether you are teaching reading or any other subject, there are some basic principles to keep in mind.

1. Because success breeds success, the tutor should begin with materials that is interesting, challenging and easy enough to insure success.

2. Enlist the student's interest in wanting to learn by selecting materials and techniques in terms of specific interests and needs.

3. Just because a skill is taught, it doesn't necessarily mean that it's learned. Therefore, every effort should be made not to increase the difficulty of the material until the child has overcome his pattern of errors and has the new skill or technique fairly well established.

4. Programs must be changing programs. Revise or discard any procedure which, after a reasonable length of time, proves to be boring or ineffectual.

5. Make a child conscious of every success and aware of the tutor's belief in his ability to improve. Self-evaluation

checklists and progress charts help the student to see and measure his rate of growth.

Contained in the following chart are some common symptoms of reading problems, their causes, and ways to improve the problem.

PROBLEMS	POSSIBLE CAUSES	PROCEDURES FOR IMPROVEMENT
A. LACK OF INTEREST	1. Lack of previous success	(a) Be sure the material is simple enough to insure success but mature enough to challenge.
		(b) Avoid grade levels on books and materials used.
		(c) Give graphic evidence of student success with the use of progress charts on self-evaluation checklists.
		(d) Capitalize on the interests and abilities of students.
	2. Material too Difficult	(a) Use an individual reading inventory to find the student's instructional level before any teaching is attempted.
		(b) Use accompanying teacher manuals to be sure of grade level of materials.
		(c) Modify harder materials to present reading level, and vary it as ability increases.
		(d) Use "peer-produced" books. (See Chapter on Enrichment Activities).
		(e) Take time to introduce new vocabulary before continuing with teaching.

PROBLEMS	POSSIBLE CAUSES	PROCEDURES FOR IMPROVEMENT
	3. Inadequate Conceptual Background for Interpretation	(a) Extend experiential background by field trips, audio-visual aids, books, stories, movies, filmstrips and discussions. (b) Encourage and assist with individual projects and hobbies. (c) Allow adequate time for students to share varied experiences
B. INADEQUATE MEANING VOCABULARY	1. Lack of Experience	(a) Make every effort to know the general cultural background of the child. (b) Stimulate dramatics, poetry, choral speaking, reports and informal conversation. (c) Plan situations that encourage and develop good listening habits. (See booklet "Increasing Listening Abilities of Children " by Mary Dorsey). (d) Encourage good speech habits. (See Talking Time) by Scott and Thompson. (e) Provide enrichment activities that broaden the child's knowledge of his own culture.

PROBLEMS	POSSIBLE CAUSES	PROCEDURES FOR IMPROVEMENT
	2. Limited Word Meaning	(a) Develop word meaning discussing the meaning of new vocabulary. (b) Give many examples of words that have several meanings. Example roll (c) Have students use new words in oral sentences. (d) Provide ways to help the child get word meaning through use of context clues. (See Barnell-Loft Series on Context clues) (e) Discuss the difference between antonyms and synonyms, homonyms and homographs. (f) Provide student with simplified pocket dictionary.
C. INADEQUATE SIGHT VOCABULARY	1. Excessive Absence During Instruction	(a) Teach vocabulary missed during absence. (b) Provide student with portable kit to take home. Include sight vocabulary cards for home drill. (c) Ask another student to review words that were missed during absence.

PROBLEMS	POSSIBLE CAUSES	PROCEDURES FOR IMPROVEMENT
	2. Special Difficulty in Recalling Visual Symbols	(a) Use kinesthetic approach by having child trace the word in sand tray.
		(b) Place cards of words learned in alphabetical order in a file; or use them to make an alphabetical scrapbook or a picture dictionary.
		(c) Organize words according to initial letters and place in envelopes. Paste a picture that begins with the initial sound on front of envelope.
		(d) Assist students in making their own word flash cards.
		(e) Use books and materials that have a high frequency of sight words.
		(f) Reuse words in charts, peer-produced books, chalkboard work and bulletin board displays.
		(g) Hold the child responsible for listing words which are difficult to retain. Use these words in daily drill practice.

PROBLEMS	POSSIBLE CAUSES	PROCEDURES FOR IMPROVEMENT
	3. Poor Sequence of Materials	(a) Choose materials carefully in terms of the child's present vocabulary.
		(b) Check sight vocabulary with the Dolch Basic Sight Vocabulary Cards.
		(c) Initiate a plan for systematic mastery of vocabulary.
		(d) Delay training in word analysis and phonics until the child has a good start in developing a sight-recognition vocabulary.
D. INADEQUATE PHRASING	1. Over-Attention to Word Analysis	(a) Stress thought-getting by giving a purpose for oral or silent reading.
		(b) Pronounce immediately words which are new to child.
		(c) Set aside separate periods for word analysis.
		(d) Give rapid flash of words after they have been recognized through analysis.
	2. Short Perceptual Span	(a) With the child's help, underline the phrases in a typed story; later have him read an unmarked copy. Type material with extra spacing between phrases.

PROBLEMS	POSSIBLE CAUSES	PROCEDURES FOR IMPROVEMENT
	2. Short Perceptual Span (continued)	(b) Use window card, increasing the size of the window as perceptual span increases.
		(c) Use poetry and choral reading.
		(d) Use controlled reader
		(e) Write short phrases on sentence strip and flash to youngster.
	3. Lack of Attention to Thought	(a) Choose material that is challenging and interesting.
		(b) Arouse interest in content to be read by relating to past experiences
		(c) Ask simple questions that are answered in a line or two of text; gradually increase scope of questions.
		(d) Give training in skimming for one idea.
E. INADEQUATE PARAGRAPH READING	1. Over-Emphasis on Word Recognition and Phonics	(a) Provide adequate time to need for pleasure without sharing.
		(b) Decrease word analysis practice and place emphasis on understanding, skimming, and use of context clues.

PROBLEMS	POSSIBLE CAUSES	PROCEDURES FOR IMPROVEMENT
		(c) Play games involving paragraph comprehension for example: Reading the Newspaper" taken from Reading Games and Activities, p. 105
		(d) Have students plan and ask questions of other classmates about each paragraph.
	2. Lack of Genuine Incentives for Reading	(a) Select materials within the child's interest and ability range.
		(b) Engage students in stimulating discussion about incidents related to what is to be read prior to reading.
		(c) After reading, allow each student to formulate at least one question to be answered by someone else in the group.
		(d) Have students choose slips of paper with written questions formulated by the tutor.
		(e) Give opportunity to read for pleasure and for sharing with others through the use of book reports, book reviews and character illustrations.
		(f) Allow students to cut pictures from old books and magazines and write a paragraph about each; then have students suggest a title for each paragraph.
		(g) Encourage students to illustrate poems and paragraphs.

PROBLEMS	POSSIBLE CAUSES	PROCEDURES FOR IMPROVEMENT
	3. Inadequate Paragraph Comprehension	(a) Have students pick out key sentences in a paragraph.
		(b) Arrange key sentences of a story in sequential order.
		(c) Match students illustrations with appropriate paragraph.
		(d) Give titles to paragraphs
		(e) Choose one paragraph and have each student to illustrate and explain his illustration.
F. POOR ORAL READING SKILL	1. Lack of Fluency	(a) Develop a meaningful vocabulary; discuss problem words prior to reading.
		(b) Allow students to choose reading materials that are interesting to them.
		(c) Call attention to phrasing and thought as they affect rhythmic reading; discuss pausing and voice pitch while reading.
		(d) Develop eye—voice span by having the child read orally and look up at a given signal, continuing to read additional words previously seen but not spoken.
		(e) Make sure the child understands the importance of punctuation marks during oral reading.

PROBLEMS	POSSIBLE CAUSES	PROCEDURES FOR IMPROVEMENT
		(f) Let the student tape his oral reading and replay tape to discuss his own errors. (g) Engage students in reading poetry aloud; participate in choral reading. (h) Provide audience situations that will be gratifying to the reader and enjoyed by the group. (i) Let the students prepare a story to read aloud to a kindergarten or first graders during story hour; give the students an opportunity to read the selection to himself, and then have time for practice if necessary.
	2. Word-by-Word Reading	(a) Place emphasis upon getting the meaning from a short selection. (b) Discourage pointing; substitute the use of a marker if student loses his place easily. (c) Pronounce difficult words for the student rather than having him stop for word analysis. (d) Use interesting materials. Easy materials are not always written at the appropriate interest level.

PROBLEMS	POSSIBLE CAUSES	PROCEDURES FOR IMPROVEMENT
	3. Lack of Voice Control	(a) Give the student an opportunity to read aloud to himself and tape his voice during the process. (b) Establish a verse-speaking chair consisting of these students. (c) Provide adequate time for student to listen to recordings of familiar stories. (d) Create a relaxed classroom atmosphere where conversation occurs in a natural setting without pressures and strain. (e) Encourage students to read at all times in the same natural voice that he uses in regular conversation. (f) Use simple reading materials (perhaps his own stories) to instill self-confidence.
	4. Errors of Word or Letter Reversal	(a) Call attention to the letter at the beginning of the words that are causes problems. Words beginning with (b and d), (p and q), (w and m) frequently cause problems. (b) Ask students to make her own flash cards of confusing words. Write a word on one side of the card and the confusing word on the opposite side of the word. Paste or draw a picture on each side that has the same beginning as each word.

PROBLEMS	POSSIBLE CAUSES	PROCEDURES FOR IMPROVEMENT
		(c) Write a list of simple words that begins with the difficult sound. Have student pronounce the words to insure attention to the initial sounds. (d) Emphasize the necessity of keeping the eyes moving from left to right while reading. (e) Write the word that the student confused on the chalkboard or chart in large letters. Have student look at the word for a few seconds. Remove the word, and have student write it. Ask him to compare his word with your word.
	5. Errors of Omission, Substitution, and Addition	(a) Encourage the student to read the exact words used in a selection. Explain how omitting, adding or substituting a word can change the meaning of a selection. (b) Encourage slow careful reading until the problem has been solved. (c) Have the student reread the word on which he made the mistake, and point out the difference between what she said and what the word actually was. (d) Combine the use of context clues with word analysis for cases of sensible substitutions.

PROBLEMS	POSSIBLE CAUSES	PROCEDURES FOR IMPROVEMENT
	6. Errors of Mispronunciation	(a) Give the student practice with word where one sound is different. Examples: man, map, mad, mat. (b) Give the student example of words that are similar to the word that was missed. Example: If the student mispronounced a word like strike, have him pronounce a group of words like this: stripe, strip, streak, stride. (c) Stress the importance of careful reading habits, with attention given to initial and final letter sounds. (d) Have the student read orally sentences which contain words in which two commonly confused sounds or words are used. Examples: He stared and stared at the stars above. They had a super burger for supper. (e) Be sure that the reading vocabulary used is in the child's spoken vocabulary.

CHAPTER XV

ENRICHMENT ACTIVITIES

The major purpose of enrichment activities is to reinforce and/or expand the reading and language arts skills. Also, these activities help to make the learning process more enjoyable and meaningful.

Helpful suggestions are offered for the following activities:

1. Art Exercises
2. Choral Speaking or Reading
3. Crossword Puzzles
4. Handwriting techniques
5. Independent or Voluntary Reading
6. Peer-Produced Books
7. Poetry and Short Stories
8. Portable Kit
9. Puppetry
10. Teacher-Constructed Games

When enrichment activities are to be utilized, the following guidelines are recommended:

1. All activities should be a planned part of your daily teaching and not a last minute thought.

2 The activity should be planned based on the specific need, interest and age level of the student.

3. A total class period may be used for enrichment. If any time is left after the planned activity, it should be used for skill instruction.

4. Enrichment activities should be written in the plan book as outlined:

    Enrichment: Art

    Specific Activity: Tissue Paper Collage

    Materials Needed: White posterboard, tissue paper (assorted), glue, paint brush.

    Involvement: Individual or Whole Group

In addition to the enrichment activities that are outlined in detail, the following list suggests other ideas:

1. Read-Along With:
    - a. Bowmar Kit
    - b. Black American Series
    - c. Checkered Flag Series
    - d. Creative Reading Program - Harper Row
    - e. Listening - Reading Program - D.C. Heath
    - f. Instant Readers
    - g. Sights and Sounds - Random House
    - h. Story Books

2. Listening Activity such as:

   a. Children's Folk Tales (Primary & Intermediate)
   b. Classic Fairy Tales Filmstrips
   c. Discovering New Worlds - Troll Associates (Primary)
   d. Fairy Tales and Rhymes - International Book Corp.
   e. Fairy Tale Magic Filmstrips
   f. Folkways Scholastic Records
   g. Flannel Board Stories (Tutor-Made)
   h. Jiminy Cricket Series I & 2 (Filmstrip)
   i. Our Children's Heritage
   j. Pre-taped story by tutor
   k. Tales of Wise Old Owl Series
   l. Tutor reading aloud to students

3. Skill Games

   a. Lyons and Carnahan Spelling Games
   b. Ends and Blends
   c. Skilstarter Readiness Kit
   d. Dial and Spell
   e. Linguistic Block Series
   f. Dolch Card Games

Art Activities For All Age Students

By Roberta Koert

Encouraging the Student - Every effort should be made to encourage the student to participate in classroom art activities. Let each child know that he, too, can produce successfully. Most of the time children readily accept, with enthusiasm, the concept of art. However, there may be a child that absolutely rejects the idea of art participation in the classroom - at first. This may happen with the older student that has not had the opportunity to experiment with art activities in an art laboratory, classroom, or at home. These students will almost shyly, become interested when they see other students participating and having fun. Art workshops are free and messy. This alone may entice a child to participate. If the child feels free in this type of atmosphere, he will probably project himself.

Choosing Creative Projects & Self Image - Choosing creative projects that students are capable of producing, without frustration, is extremely important. The activities listed may be used for most age groups. Specific age groups are listed when it is necessary. A very minimal amount of time should be spent on actually assisting the student with his project. Let the children use their creative thoughts and abilities to produce their "masterpieces". This will enhance their self image upon the completion of the project. It is very important not to discourage the child. Grass may be green - but it may be purple or orange, if the child so desires. Nature is exact - Art is creating. Young children tend to use favorite colors. It is

THEIR choice! THEIR project! THEIR self image!

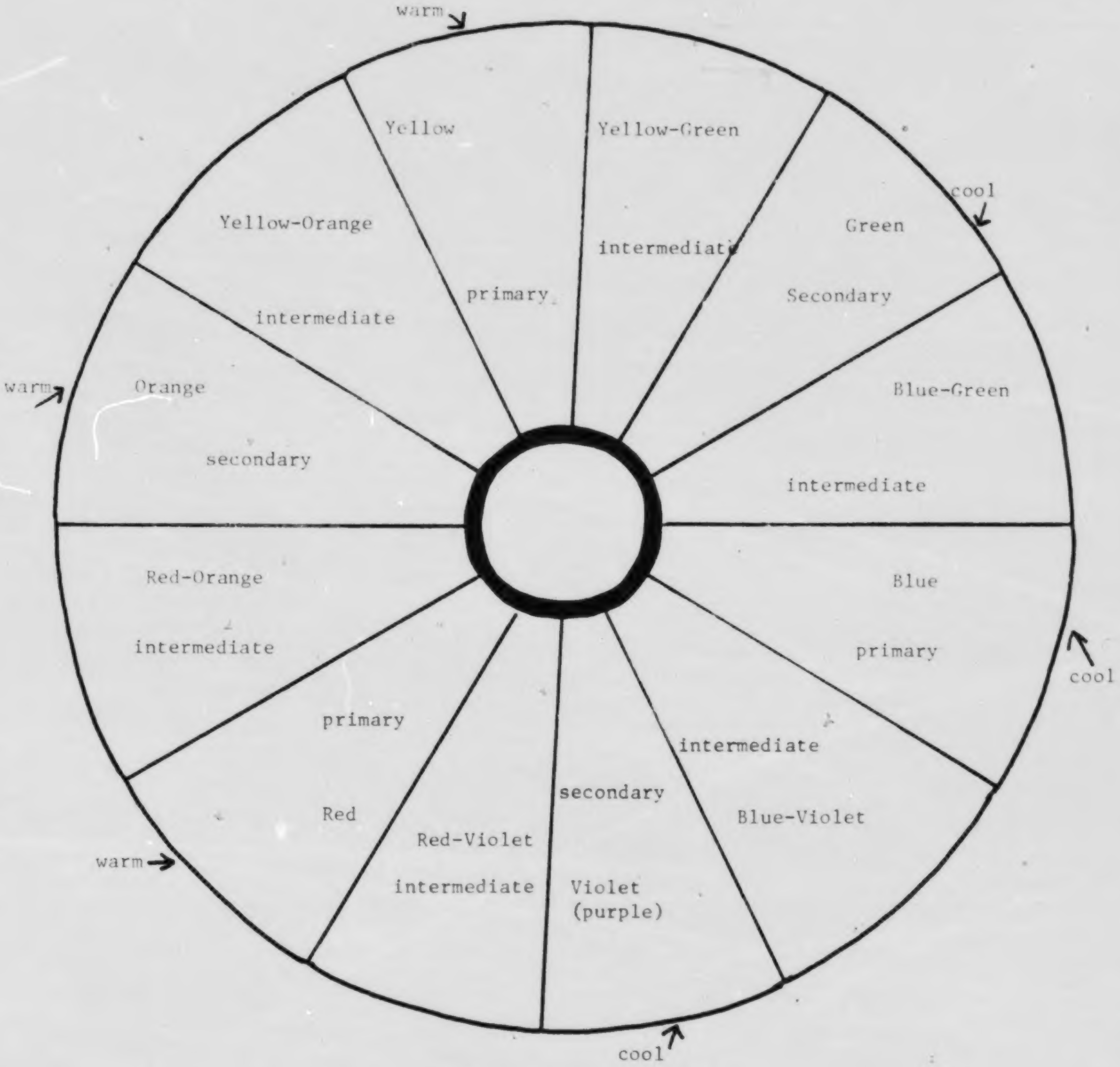
Basic Art Terminology - Complimentary colors are the colors that are opposite each other on the color wheel. When these colors are mixed together they become neutral colors. Red and green mixed together make a gray hue. When red and green are placed side by side they intensify each color. Any of the complimentary colors will do the same.

Contrasting colors are obtained by putting a very dark color next to a very light color. By using black and white alone in a painting or picture, you achieve a very sharp contrast. You may choose a less severe constrast such as pink and blue and still have contrast. Color intensity is the brightness or degree of depth in any color. Red is more intense than pink.

A shade is a darker color. To make a shade of color you should mix a little black with the color you wish to use. When experimenting with shades, use a small amount of black at a time to achieve just the right shade desired. Mix blue with black to achieve a midnight blue or navy blue. Mix a little black with orange to get brown. To make a tint, start with white and add the color desired as the tone. Add red to white to make pink. Hue is the name of any color.

Standard Materials for Art - Some of the materials listed for your art workshop are for clean-up chores. They are a very necessary part of any art workshop. Not only does this help the student realize that cleanliness is an important part of the "fun" activities, but that through working together chores can be taken care of quickly. Cooperation is a must.

COLOR WHEEL



White, Gray, Black - Neutral colors

It is important to have certain materials on hand so that if and when they are needed, the student will not become disinterested by having to wait. On some of the projects, prolonged waiting periods could mean that a painting has dried before a finishing touch was put in, therefore, causing a frustrated child. This is a direct adverse effect-possibly causing damage to a student's self-image. We want the student to enjoy art activities!

Standard Materials

- Paste
- Chalk
- Masking tape
- Oil base modeling clay
- Liquid detergent
- Drawing paper
- glue
- crayons
- brushes
- newspaper
- tempera or poster paint
- construction paper
- scissors
- pencils
- spoon
- old clothes or rags
- poster paper
- India ink and drawing pen

Bucket and the containers for water - such as coffee cans or plastic bottles that have been cut off.

Plastic tops from containers

Smooth surfaced desks or tables

Optional Items

Electric iron, tacks, sandpaper, items found in the home.

Finger Painting

Finger Painting - Not for Fingers Alone - The idea behind this "art" activity is freedom. Freedom to play! Freedom to express! Freedom to experiment! Children should not miss the opportunity to experiment with this media. The unskilled child can be made to feel "at home" finger painting. Coordination is not essential. Actually, with this art media uncoordinated children will progressively improve their dexterity. With the younger student, emphasize the use of all parts of the hand and lower arm - not excluding the elbow. Children can become so involved in finger painting that they will go through contortions to complete their objective. What a happy time, seeing children in deep concentration - directing their thoughts to one purpose. Not only will they use their index finger to draw a picture, but they will find out how unique their pictures will become when they print with their palm; fists, side of the hand, and scratch with their finger nail. Older children may want to try subjects with this media. Birds, flowers, trees and animals are favorites. With the more progressed older student, you will discover that they can become completely absorbed. Not only will they enjoy mixing colors together, but they may try their hand at seascapes, landscapes, and/or other full compositions. Individuality may blossom quite freely -- and you may have a budding artist at hand.

Materials Needed - Finger paint or tempera paint (Six jars of basic colors), smooth surfaced paper, water (a household bucket full).

Process - Tape paper to a smooth surface. Dampen slightly. Scoop paint from jar with a spoon or your hand. This should be done one color at a time. With the palm of the hand, smooth out the paint - completely covering the paper. You are now ready to design in the paint. After the design is completed, let the painting dry before removing it from the surface to which it has been taped.

Crayons

Even Picasso Used Crayons - Don't underestimate the value of crayons! They are versatile and can be used by all ages. By using crayons, small finger muscles develope appropriately, helping with the small motor control and coordination in the young child. Younger children may want to use crayons to draw pictures. The materials needed are only paper and crayons.

Older children will compose pictures-full compositions completely colored in by using crayons. All sides of a crayon can and should be used. The side of a crayon makes an interesting design. The crayon can, also, be notched. By cutting one or more notches into the side of a crayon and moving it along the paper in a zigzag motion, varying the strokes, an interesting abstract effect can be achieved.

For a different effect, using crayons, omit the paper. In place of the paper use sandpaper, cloth, or wood. Balsa wood or any other soft wood scraps are sufficient. If cloth is to be used, plain fabric should be available. Each time that you use a different type of material to color on, it will appear that you have used a different media. This should eliminate boredom. Other techniques using crayons include texture rubbing, stenciling, etching with crayon, crayon scratchboard, crayon overlay, mixed media as the combination of tempera paint and crayon, and crayon transfer. Some of these techniques will be explained on the following pages.

Crayon on Wood (Age ten or older)

Materials and Equipment Needed - Scrap pieces of wood, cayons, newspaper, pencil, India ink and drawing pen (optional), electric iron.

Process - With the pencil, draw a design on the wood surface. Draw deeply into the wood to make an impression. After all design areas are drawn in, color heavily with the crayons. The brighter the colors, the better it will show up when completed. Now put a sheet of newsprint over the entire surface of crayon colored wood. Iron the surface with a warm (not hot) iron. The wax from the crayon will melt slightly into the wood giving it a smooth surface. Any small areas can be processed again with crayon or the student may prefer to fill these areas in with black India ink, using a drawing pen. This will give the colored wood a stained glass effect.

Using the above technique, gifts may be made. Small wooden boxes, or any other wooden objects can be decorated easily. Some of the students may have small objects that they would like to try and decorate with the use of crayons. A wooden spoon with a daisy or queen bee on the handle makes a nice, yet inexpensive gift for mother.

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The wood can be omitted and small, smooth rock can be used. Sometimes, an object can be seen in the rock - outline this and color it. You have a paper weight! Perhaps the students will have other decorating ideas - encourage them!

Crayon Texture Rubbing

Materials Needed - Crayon, paper, cardboard, glue, scissors and pieces of different types of rough textured materials.

Process - Glue small pieces of textured materials onto the cardboard. This will secure it while you are transfering the texture design to the paper. Place the texture material, that is glued to the cardboard, under the paper at the point that you want the texture to show. With the side of an unwrapped crayon, rub over the surface of the paper. For older students, many textures may be used on one picture. However, it is advisable for the younger student to start with one texture at a time, thus increasing the child's vocabulary.

Suggested materials for texturing are woven fabric such as burlap, wire screen, corregated board, embossed prints, rick-rack or other trim. Items, such as place mats and plastic doilies may be used. Large objects, such as a brick wall make excellent rubbings. Grave stone rubbings are made in this fashion.

Crayon - Paper Batik (10 yrs. or older)

Materials Needed - Crayon, white poster paper, tempera paint, soft brushes, water, newspaper, and a soft cloth.

Process - With very bright crayons, draw a picture on the white poster paper. Pressure should be applied so that the color is dark. When you have finished, crumple the picture up into a ball, and wet it with water for several minutes. Next, set out several thicknesses of newspaper, uncrumple the drawing and place it on the newspaper.

Using a soft brush, cover the drawing with diluted tempera paint. Dark colors work best. The tempera paint will penetrate into the cracks created when you crumpled the paper and this results in the batik effect. After the paper has dried, you can make your paper-batik look softer by burnishing it with a soft cloth.

Crayon Resist

Materials Needed - Light, bright crayons, paper,dark colored tempera paint (Method I), light colored tempera paint (Method II), water and paint brush.

Process - Method I - Draw a picture in light crayon. Press down heavily with the crayon wherever you want the marks to show. When the drawing is completed, cover the entire picture with dark tempera paint. For best results, add a little water to the tempera paint before applying it to the picture. Be sure not to go back and forth over the same place.

Process - Method II - Using a dark colored paper instead of white paper and either dark or light colored crayons, you can change the effect of this technique. Reverse the color of tempera paint used. For dark paper - use light tempera.

Tissue Paper Collage

Materials Needed - White poster paper, rainbow craft tissue paper, glue (white) diluted with water, and a paint brush.

Process - Using coordinated colors, tear paper into small pieces. About three inches square is sufficient. Glue onto white poster paper and let dry. This is an easy activity for young children. The older student may want to extend this activity by printing over the brightly colored tissue background. It is recommended that a clay print be used. If you use clay printing as a second activity for this tissue art, basic black or white tempera paint on the brightly colored background is a startling effect.

Other printing techniques are also effective. Celery printed on the tissue paper art is quite beautiful. The children may have more ideas. This is a good craft to let them display their talents and thoughts about art.

Printing

Everything But a T-Bone Steak - Gift wrapping, shelf paper and greeting cards can be made with this prime technique art form - and it's simple. All ages can participate. Most objects can be used for printing. Everything from a sponge to a potato. Print with celery! Print with clay! Print with string! The finished product knows no failure.

Materials Needed - Paper, tempera paint, water, object (s) to print with and coffee plastic coffee lids.

Process - Pour a little paint in the coffee lid. One color per lid. Dip the object that you are going to be printing with, into the paint. Press the paint covered object onto the paper, firmly. Bring the object straight up, so that you do not smudge the paint. Repeat this on a clean part of the paper over and over again. Cover the paper with an all over print.

Gadget Printing - Many household items make excellent images when pressed down. Forks, potato mashers, clothes pins, corks, and other home utensils are interesting for printing. This activity does not have to be preplanned. Many classroom objects may also, make good gadget prints. A pencil eraser, the top of a marker, a ruler, etc., could be used in place of the household items mentioned above. Proceed as in the general printing method.

Vegetable and Fruit Prints- Use the most decorative part of the fruits and vegetables that are to be used for printing. To use an orange, grapefruit, lemon, or lime, you would first cut the piece of fruit open. A carrot can be cut and rolled or it can be cut and pressed down. A stalk of celery may produce an effective piece of art work. This vegetable can be used several ways, also. The "striped" side or the curved end both serve the purpose well. The combination of perhaps an orange, a piece of celery, and a fork can make one of the most interesting prints. Nifty as a kitchen print!

Wood Prints - Wood prints are made from any type of wooden object. Dowels, blocks, checkers, sticks, clothes pins, or spools can be used. Any found piece of wood that has the grain showing (not smooth) may be used as a science project as well as art activity. This activity is especially good for the younger student, as it not only helps to build his vocabulary, his small muscle control, but may be used as a tool for science awareness as well.

Finger Printing - What about a finger print! Each student will have his very own art piece. This is an art that can never be duplicated. It can open up a discussion on social behavior and/or career education. By using several colors, an interesting design can be made or the student may prefer to use his finger in a printing method to make an image of his favorite object.

Sponge Prints - Sponge prints can be made by cutting the sponge into any shape that you would like to. It can be cut into a heart for Valentine's Day, a shamrock for St. Patrick's Day, a Christmas tree, or a cat for Halloween. Dampen the sponge with water before dipping it into the paint.

Potato Prints - This activity is suggested for older students. The potato may be carved into a shape so desired by the student. Use a knife or a scissor to cut out any lines that you would like to make a little distinct. Then, proceed as in the directions for printing.

Roller Prints - You will need a cardboard roller, such as the one paper toweling comes on. Glue string around this in a zigzag pattern. Let dry. Cover the roller with the string glued to it, with paint. Holding the ends of the cardboard roller as you roll across the paper. Different!

Clay Prints - Use oil base modeling clay. Roll the clay into a ball. Use just enough clay to fit into the palm of the hand comfortably. Flatten one side of the clay ball by pounding it on a flat surface, such as a desk. With a finger or the end of a paint brush, draw a design into the clay on the flattened side. Any small design can be used. A young student may like to put a familiar shape, such as a square, circle, triangle, or perhaps a star into the clay. The older student that is becoming aware of himself, may want to print with his initial(s). After this step, proceed as with the other printing methods.

Rubber Cement Resist (10 yrs. or older)

Materials Needed - Rubber cement, paper, tempera paint, brush water and a soft cloth.

Process - Before starting, thin the tempera paint with water. Just a little will do. The rubber cement should be fresh. Old rubber cement tends to get thick. With the brush that is already in the rubber cement jar, "draw" a design on the paper. When the rubber cement dires, paint over the entire design with a thin solution of tempera paint. Let dry. Next, rub across the design with a soft cloth. This will "pick up" the rubber cement from the paper, revealing the design untouched by the paint.

Mixed Media for Beginners

Stimulating the Creative Urge - The purpose of this art activity is to familiarize the student with media combinations. Informing the student that combinations of different materials are not only permissible, but are encouraged. The mixing of materials can produce interesting effects and stimulate the creative mind of the child.

Materials Needed - Large paper, chalk, crayons, tempera paint (black), pencil, brush (water).

Process - On a large piece of paper, draw the desired design. Next, paint over the pencil design with the black tempera paint. Let the paint dry. Color in some portions of the picture with chalk and other portions with crayon. The crayon texture method works well with this activity.

This activity can be used for a class project, mural, or individual art activities. The students may want to use other materials along with the materials mentioned above. For the first mixed media project, it is suggested to keep this as simple as possible so that the student will not become confused.

Paper Mosaic

Materials Needed - Pencil, cardboard for background, paste, multicolored construction paper and/or colored pictures from a magazine, etc., and black marker or India ink and drawing pen.

Process - Draw a design on the background paper. You may want to use the marker or India ink and drawing pen to make the perfected design more pronounced. Cut the pictures from the magazines or the construction paper into very small pieces. Paste these small pieces of colored paper onto the background paper within the design that you have created, as you wish the colors to be. This activity is good with both abstract projects and conventional figurative projects. It can be used as a mural, individual activity, or bulletin board project. Recommended for all ages.

Choral Speaking

Choral speaking or reading is the interpretation of poetry by several voices speaking as one. This is one of the most difficult ways to present a poem, but one of the most valuable ways. The values of choral reading are many.

(1) Children derive much enjoyment from learning to respond as a group to the rhythm and melody of the poem.

(2) They learn much about the interpretation of poetry as they help plan various ways to read the poem.

(3) Shy children forget their fears in group participation.
(4) Children learn to develop habits of cooperation as they plan and work with peers.

There are four(4) types of choral speaking that are especially suited for use in the elementary school: (1) the "refrain" type (2) antiphonal (3) "line-a-child" approach and (4) "poem in unison" approach.

The "refrain" type - one person (teacher or child) reads the narrative and the rest of the class joins in the refrain. See examples that follow.

ONCE I SAW A LITTLE BIRD

Solo	Once I saw a little bird
All	Come hop, hop, hop.
Solo	So I cried, "Little bird,
All	Will you stop, stop, stop?"

BUSY BIRDS

Ilo Orleans

Solo

Up and down
And around the trees,
The birds are busy
As busy as bees.

All

Running,
Hopping,
Pecking,
Stopping.

All

Flying,
Skipping,
Whirling,
Tripping.

All

Darting,
Searching,
Skimming,
Perching.

All

Swooping,
Resting,
Circling,
Nesting.

Solo

Here and there
on the grassy lawn ...!
High on the trees -
And now they're gone.

The antiphonal approach - Divided the class into two groups. Perhaps boys read one portion and girls read another. See illustrations below.

A CHILD'S GRACE

Solo	Thank you for the world so sweet,
Boys	Thank you for the food we eat,
Girls	Thank you for the birds that sing,
All	Thank you, God, for everything.

CRESCENT MOON
Elizabeth Madox Roberts

Boys	And Dick said, "Look what I have found!"
Girls	And when we saw we danced around,
Boys	And made our feet tip the ground.
Girls	We skipped on our toes and sang, "oh-lo.
Boys	O-who-oh-who, oh what do you know,
All	Oh-who-oh-hi-oh-loo-kee-low'"
Girls	We clapped our hands and sang, "oh-ee!"
All	It made us jump and laugh to see
	The little New Moon above the tree.

The "line-a-child" approach is very effective with young children. Each child reads a different line with the class joining in unison at the beginning or end of the poem. Examples below:

MICE
Rose Fyleman

All	I think mice
	Are rather nice.

Solo 1	Their tails are long
Solo 2	Their faces small
Solo 3	They haven't any chins at all.
Solo 4	Their ears are pink
Solo 5	Their teeth are white,
Solo 6	They run about the house at night.
Solo 7	They nibble things They shouldn't touch,
Solo 8	And no one seems to like them much.
All	But I think mice are nice.

MY SHADOW

Robert Louis Stevenson

Solo 1	I have a little shadow that goes in and out with me,
Solo 2	And what can be the use of him is more than I can see
Solo 3	He is very, very like me from his heels up to his head,
All	And I see him jump before me when I jump into my bed.
Girls	The funniest thing about him is the way he likes to grow -
Boys	Not at all like proper children, which is always very slow,
Solo 4	For he sometimes shoots up taller than an Indian - rubber ball,
Solo 5	And he sometimes gets so little that there's none of him at all.
All	He hasn't got a notion of how children ought to play,
Solo 6	And can only make a fool of me in every sort of way.
Solo 7	He stays so close beside me, he's a coward you can see,
Solo 8	I'd think shame to stick to nursie as that shadow sticks to me.

All	One morning very early, before the sun was up,
Solo 9	I rose and found the shining dew on every buttercup.
Solo 10	But my lazy little shadow, like an errant sleepy head,
Solo 11	Had stayed at home beside me and was fast asleep in bed.

The most difficult approach is to have children say the whole poem in unison. Many variations to this approach may be devised by the teacher. A certain sound that compliments both rhythm and meaning of the poem may be an accompaniment.

WHAT IS GREEN?

Mary O'Neill

Whole Group

Green is the grass
And the leaves of trees.
Green is the smell
Of a country breeze.
Green is lettuce
And sometimes the sea.
When green is feeling
You pronounce it N-V.
Green is a coolness
You get in the shade
Of the tall old woods
Where the moss is made.
Green is a flutter
That comes in Spring
When frost melts out of everything.

Green is a grasshopper

Green is jade

Green is hiding

In the shade -

Green is olive

And a pickle.

The sound of green

Is a water -trickle.

Green is the world

After the rain

Bathed and beautiful

Again.

From HAILSTONES AND HALIBUT BONES by Mary O'Neill, Copyright
© 1961. Doubleday & Company.

INVICTUS

William Ernest Henley

First Group

Out of the night that covers me,

Black as the Pit from pole to pole,

I thank whatever gods may be

For my unconquerable soul.

Second Group

In the fell clutch of circumstance

I have not winched nor cried aloud.

Under the bludgeonings of chance

My head is bloody, but unbowed.

Third Group	Beyond this place of wrath and tears Looms but the Horror of the shade, And yet the menace of the years Finds and shall find me unafraid.
All	It matters not how strait the gate, How charged with punishment the scroll, I am the master of my fate: I am the captain of my soul.

Note: The above poem may be accompanied by the sound of wind in the background.

ANNABEL LEE
Edgar Allan Poe

This poem may be accompanied by the sound of the ocean in the background.

Male Voices	It was many and many a year ago In a kingdom by the sea, That a maiden there lived whom you may know By the name of Annabel Lee; And this maiden she lived with no other thought Than to love and be loved by me.
Male - Solo 1	I was a child and she was a child, In this kingdom by the sea, But we loved with a love that was more than love I and my Annabel Lee;

With a love that the winged seraphs of heaven
Coveted her and me.

Male - Solo 2
And this was the reason that long ago,
In this kingdom by the sea,
A wind blew out of a cloud chilling
My beautiful Annabel Lee;
So that her high-born kinsman came
And bore her away from me,
To shut her up in a sepulcher
In this kingdom by the sea.

Male - Solo 3
The angels, not half so happy in heaven,
Went envying her and me.
Yes, that was the reason - as all men know,
In this kingdom by the sea -
The wind came out of the cloud by night,
Chilling and killing my Annabel Lee.

Male - Solo 4
But our love it was stronger far than love of
Of those that were older than we,
Of many far wiser than we.
And neither the angels in heaven above,
Nor the demons down under the sea,
Can ever dissever my soul from the soul
Of the beautiful Annabel Lee.

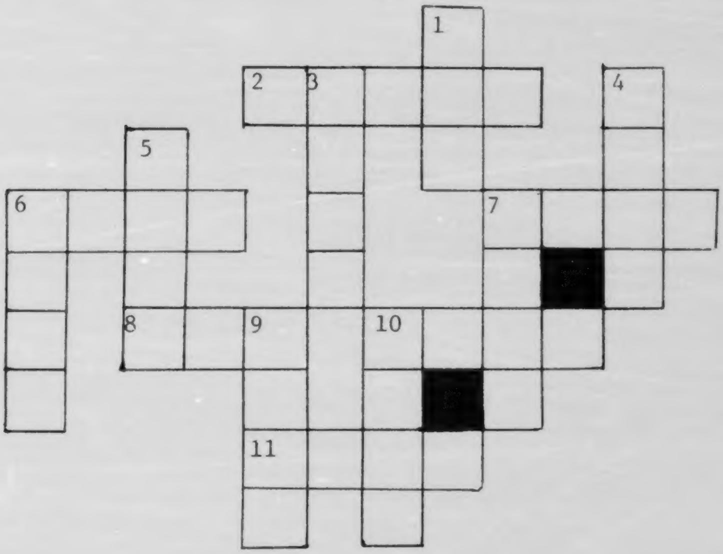
Male Voices

For the moon never beams without bringing me
dreams
Of the beautiful Annabel Lee;
And the stars never rise but I feel the bright
eyes
Of the beautiful Annabel Lee;
And so, all the night-tide, I lie down by the
side of my darling, my darling, my life, and
my bride,
In the sepulcher there by the sea,
In her tomb by the sounding sea.

Crossword Puzzles

One of the most enjoyable ways of extending word meaning and improving vocabulary skills is the use of crossword puzzles. There are various kinds of crossword puzzles to help students with spelling, synonyms, antonyms, definitions, context clues, phonetic analysis, prefixes, suffixes and dictionary skills.

The example below uses words that contain the long a.



ACROSS:

2. This runs on a track.
6. The last four letters of 2 across.
7. Something good to eat.
8. What you do to cake.
10. The cat is ....
11. Mother will m----- some candy.

DOWN:

1. Something to eat that rhymes with tie.
3. Something the turtle and hare did.
4. Rhymes with 7 across.
5. The bird is ....
6. You can .... a horse.
7. Rhymes with 10 across.
9. What ....is it?
10. Rhymes with 7 across.

For additional puzzles see: Crossword Puzzle Workbooks
IMED Publishers

Handwriting Techniques

By Ruthel E. Hankerson

During the past fifteen to twenty years our society has undergone changes. It is evident that these changes have influenced new philosophies and methods in teaching in all field of education. Since this is true, it is a "must" for education to move forward in every field of learning. Each new cycle brings with it either a new emphasis or a renewed emphasis in some particular phase of instruction. This is definitely true of the changes that have occurred for teaching skills in handwriting acquitition.

Handwriting is one of the motor paths to child development and it carries a heavy load in education as it appears in almost every field of learning. It is the road children travel to obtain much of their education. As the curriculum becomes enriched, the handwriting demand becomes greater.

In the school life of the child, handwriting is perhaps the skill that comes into use more frequently than any other. It is regarded as a basic skill. Therefore, sufficient time should be provided to teach it and teach it effectively in order to serve as a continuing thread throughout the life of the child. This is the ultimate aim of instruction in this communicating art.

The Broward County Reading Staff for Migrant Education agrees with the aforementioned philosophy on handwriting. Because of such strong belief, they unanimously concurred that it was imperative for the tutors to receive training in handwriting techniques for these reasons:

1. Their handwriting would serve as a model for students, therefore, the handwriting should be legible and correct.

2. Tutors would be prepared to identify those students needing assistance with handwriting skills.

3. Tutors would feel secure when instructing students in handwriting because it would be in agreement with the techniques used by classroom teachers.

4. Tutors would better understand the importance of having continuity exist when tutoring in the classroom.

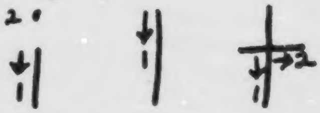
5. Tutors would be able to correctly prescribe and give instruction in handwriting skills for manuscript and cursive writing.

6. Tutors would realize that handwriting is a skill and must be taught to the students.

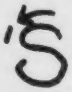
During pre-service and inservice, tutors received specific handwriting techniques on position, form of the letters, spacing, vertical slant, correct size and proportions, alignment, and attractive arrangements for manuscript and cursive writing. Examples follow:

LETTER GROUPINGS - MANUSCRIPT
Lower case letters

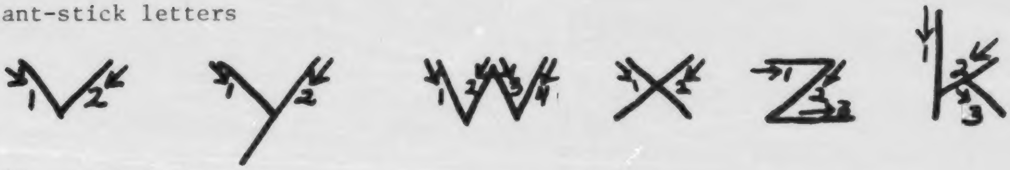
Straight-line group



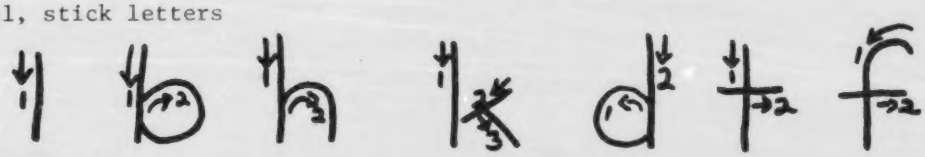
Double or compound curve, sometimes called snake letter



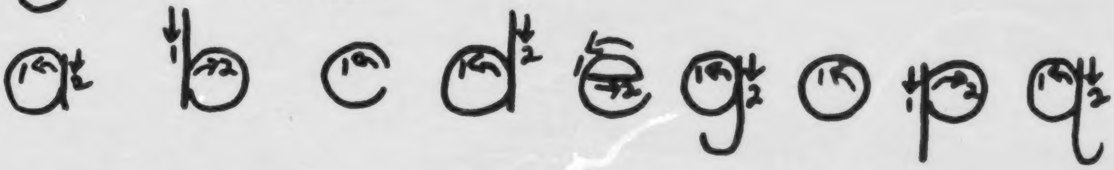
Slant-stick letters



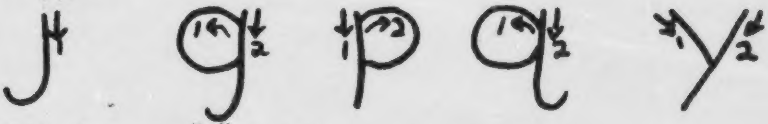
Tall, stick letters



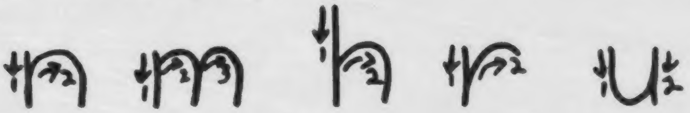
" O " or circle group



Tail letters - lower extended

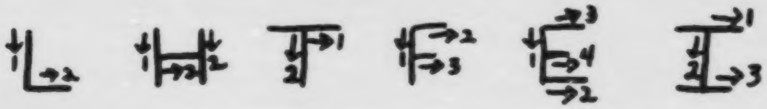


Hill, hump or "n" group

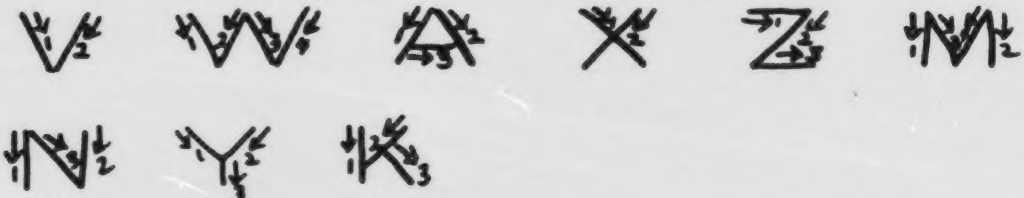


Upper case letters

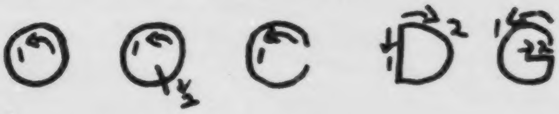
Tall, straight-stick letters



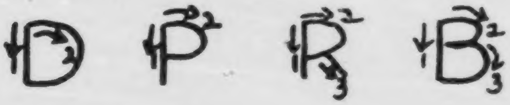
Tall, slant-stick letters



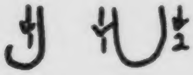
Big balloon or circle group



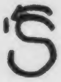
Side-turn group



Under-turn letters

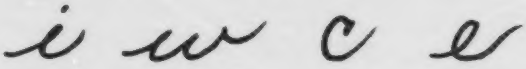


Big snake or double compound curve



LETTER GROUPINGS - CURSIVE
Lower case letters

Under turn group



Hump group

n m v x y z

Oval group

a d g q o

Extended group

t d p

Upper loop letters

b f l h k

Lower loop

j g p y z q f

Tick check group

b o v w

Upper-case letters

Direct Oval group

O C E A D

Cane Group

H K M N W X

U V Y Z Q

Cap-stem group

F T

Boot Endings

B I G S F T

Lower loop

Y Z J

Upper loop

I G J S L

Indirect Oval

P B R

Independent, Voluntary or Recreational Reading

The most effective manner of evaluating the success of any reading program is not how high the standardized score, but rather the number and the quality of the books read voluntarily. An excellent reading program not only develops reading skills, it created a desire to read.

Each child must be given the opportunity to grow as a unique individual. This entails beginning at his own level with books and stories that are suitable to him. If what he is doing is enjoyable, he is more inclined to keep on reading for the rest of his life.

Exposure to books expands the child's world and encourages him to reach out for new ideas and experiences. Meeting new ideas leads to critical thinking. Soon he begins to formulate his own ideas and learns to express them with words, pictures, and dramatizations. Then his choices, his hopes, his dreams, take shape. Gradually, he establishing his values and works out his philosophy.

Book Reports

A. One of the major responsibilities of the tutor is to offer students a variety of books. Encourage pupils to make book reports because they contribute in many ways to total developmental, emotional as well as to all phases of language development. This language growth should:

   1. Extend and enrich vocabulary.
   2. Develop and refine oral language skills.
   3. Promote wholesome reading habits.

4. Broaden the scope of reading tastes and interests.
5. Encourage and stimulate creative expression.
6. Improve organizational skills.
7. Sharpen skills in critical analysis and interpretation.

B. Sharing Books is enriched by the availability of a variety of multi-leveled materials and many methods of presentation. This sharing may take place in conjunction with any phase of the curriculum; language arts, social sciences or library activities. Here are suggestions:

1. Dramatization should be free expression by the students of their own interpretation of a story or book. Dramatization could take such forms as:
    - (a) Charades
    - (b) Choral speaking
    - (c) Imitation of book characters
    - (d) Marionettes
    - (e) Pantomine
    - (f) Puppets
    - (g) Radio show
    - (h) Skits
    - (i) Telephone conversation
    - (j) Television show

2. Arts expression should be an outgrowth of the student's own interpretation of stories, poems and books. A variety of Media should be made available.

(a) Illustrations

    1) Block print
    2) Charcoal
    3) Crayons
    4) Finger paint
    5) Paper tearing
    6) Silhouettes
    7) Spatter paint
    8) Tempera paint
    9) Water color

(b) Book jackets (construction of won jackets)

(c) Posters

    1) Advertising a book review.
    2) Advertising the sale of favorite book.
    3) Describing details about an author.
    4) Advertising a book swap.
    5) Displaying individual reading record.

(d) Bulletin board displays.

    1) Book of the week.
    2) Characters in a book.
    3) Recommending a book.
    4) Class reading record.
    5) Displaying book jacket of interesting books.

(e) Flannelgraph

(f) Book party where students dress as book characters.

(g) Construct scenery for a dramatic presentation.

(h) Design and construct place cards for a book party.

(i) Construct clay models of book characters.

3. Presentations

(a) The teacher should assist the student in setting up standards for oral presentation. Such items as clear enunciation, correct phrasing and a clear speaking voice should claim top priority on any list of standards.

(b) Children should develop the ability to tell stories in a sequential order. They should be able to transfer thoughts and incidents from recreational reading into other class activities or informal conversations.

1. Reading favorite selections.
2. Telling most humorous part.
3. Reading or quoting favorite line from story.
4. Showing and telling about illustrations.
5. Story book quiz.
6. Discussion of favorite books, stories, characters or incidents.

4. Written presentations

(a) Written presentations provide unlimited opportunities for organizing materials and expressing thoughts and opinions about the work of others.

1) Writing stories.

2) Play writing.

3) Character sketches.

4) Keeping individual reading records.

5) Book reviews for school newspaper or local newspaper.

6) Biographies of authors.

7) Crossword puzzles.

8) Collecting quotations.

(b) Extending reading interests is such an important objective that definite periods should be set aside for book reports. It should be anticipated by the entire class with enthusiasm. Several book report forms should be made available in order to cover all interest and achievement levels. (See book report forms that follow).

FORM #1

Read For Fun

Name . . . .

Book Title . . . .

Main Character . . . .

. . . .

People who like

. . . . .animal stories

. . . . stories about children

. . . . stories about

. . . .

. . . . adventure stories

. . . . .funny stories

. . . . exciting stories

will like this book.

Did you enjoy this book?. . . . .

It was

. . . . easy to read.

. . . . hard to read.

. . . . just right.

Name. . . . .

SUGGESTED FOR PRIMARY LEVEL

FORM #2

Favorite Illustration

(Title)____

(Author)_______________________________________

(Short Summary)________________________________

____

____

____

Name__________________________

SUGGESTED FOR PRIMARY LEVEL

FORM #3

Book Report

Author____

Title ____

Publisher______________________________________

Date____

Main Idea______________________________________

____

What I liked about the book______________________

____

____

What I disliked about the book____________________

____

____

Name of Reporter__________________________________

SUGGESTED FOR PRIMARY OR INTERMEDIATE LEVEL

FORM #4

Book Report

Name of Book____________________________________

Author______________________________________

Illustrator (if any)______________________________

Name some of the characters__________________________

____

____

Tell which character you liked best_____________________

____

____

The part of the book I liked best was____________________

____

____

____

____

Do one of these things:

1. Tell your class part of the story.
2. Make a picture.
3. Make something suggested by the book.

My Name Is______________________________________

SUGGESTED FOR INTERMEDIATE LEVEL

FORM #5

Personal Reading Record

Here are some ways in which information about the things in my book have helped people:____

____

____

____

Below are some unsolved problems or questions (about things in my book) which scientists, educators, etc. are still working on:

____

____

____

____

I would like to recommend this book because______________________

____

____

Another Title for this book could be______________________________

____

Date____

Title____

Name____

SUGGESTED FOR INTERMEDIATE OR ADVANCED LEVELS

FORM #6

Biographical Book Report

Title____

Author________________________ Number of pages____________

Illustrator____

The biographer (one who writes about a real person) tells the following childhood incident in the life of his subject:

____

____

____

____

The subject of the biography is:

____

____

The following people were important in helping this real person to grow into a famous adult:

____

____

A problem which this person had to overcome was: ____________________________

____

This person overcame his problem in this way:____________________________________

____

FORM #6 (con'td)

This person had the following characteristics which I admire:____

____

I think the most exciting adventure which this person had was:___________________________________

____

____

____

____

Date of Report____

Name____

SUGGESTED FOR ADVANCED LEVELS

PROMOTING WHOLESOME VOLUNTARY READING

The teacher who is both a lover of books and a lover of children will be resourceful in finding new ways of bringing children and books together. Some standardized techniques are:

1. Utilizing children's experiences
2. Reading and telling stories to children
3. Using browsing table
4. Book displays and book fairs
5. Pupil selection and management of books
6. Book discussion and informal book reports
7. Dramatization of favorite book
8. Use of audio-visual aids
9. Book swaps
10. Use of puppets
11. Initation of book characters
12. Keeping individual reading records

BOOK REWARD SYSTEM

by Antoinette Pauline

1. Tutors should select at least twenty (20) books to be read by students
    - A. Books should be on various levels and interest
    - B. A list of these books may be distributed to students.
2. Older pupils should keep a record of books they have read. A notebook can be used or an index card file.
3. Younger children might write a few sentences about a book and illustrate them with pictures drawn by them or cut out of magazines.
4. Tutors should schedule conferences with each pupil at least once a week to check how many books and/or what books have been read.
5. Every nine (9) weeks, pupils should be required to read:

    5 books - older pupils
    3 books - younger children

6. REWARDS:
    - A. Three (3) books of his choice
    - B. When pupils read more than the required number of books, they should be given some recognition such as a bulletin board display of his pictures.
    - C. Book worms can be constructed and kids can wear them to show they are avid readers.
    - D. Certificates of Awards can be presented by Consultants, Principal or Tutors.
    - E. At the end of the school year pupils having read forty-five (45) books for older pupils (5 books per month), and twenty-seven (27) books for the younger pupils, (3 books per month), should be awarded an Award Pin from Drago, and at least five (5) books of his choice.
    - F. The pupil who has read the highest number of books over the required number may be presented a trophy.
    - G. A trip or a party may be planned as a culminating activity.

Book Conference Form

Name Sarah Townson School Collins Grade 2nd

Date	Book Title	Tutor Comments
3/6/73	BROWN BEAR, BROWN BEAR	Is beginning to choose own books

TUTOR____________________

Book Conference Sign-In Sheet

Color	Book Title	Date	Name
Yellow	FLAP YOUR WINGS	4/7/73	John Doe

DEVELOPED BY GAINOUS WRIGHT TO BE USED WITH THE RANDOM HOUSE READING PROGRAM

Personalized Reading Record

Name of Pupil -- Samuel White

Date	Book & Page	Progress	Special Needs	Interest & Attitude	Other Remarks
Nov. 25	Watch Out for C pp. 20-23	Word by word reading	Word endings ing, ed, es. Phrase reading/ Compound words	Seems to be very interested in this story	Learning to work more independently

If this form is used, the tutor should ask the student to read portions of the book orally. This is the only way to measure the amount of progress made and to predict special needs and interest.

Peer-Produced Books

By Emily M. Berges

Introduction

The writer was engaged in data collection of several types for the several projects of the Division of Research in the Summer 1969 Program at Robert Markham Elementary School in Pompano Beach, Fla.

Ten full days were spent at Markham in July. Data collection was of necessity limited to the mornings, as the Summer Program had only morning sessions. Four complete half-days were spent exclusively in making the peer-produced books with children.

For the writer, whose work experience includes ten years of teaching in the public elementary schools, the eargerness of the children who made the books was refreshing. It was a revelation to note how full of ideas and creativity these children are, under appropriate conditions.

During this period eight books were made from start to finish, which would be an average of four books per full day. Others were started, and the afternoons of the days were spent in various activities involving completion of other books already started in the classrooms, and in such things as typing texts, formulating vocabularies for books, typing the vocabularies, and in record-keeping. Tabulation was made of all the words used in the books for which the writer made the vocabularies. This tabulation was the basis for the report comparing the words used by these children with the words in the Dolch Word List. It showed that only 42% of the words used by these children were on the Dolch List.

Procedure

The exact procedure in making a peer-produced book may vary with the circumstances and the children involved. Briefly, however, it is as follows:

1. A stimulus produces the child's desire to make a book, and the hopeful idea that he can do it. Examples of stimulus situations are:

    a. They see a peer-produced book.

    b. The teacher tells a story, or reads one to the children; it is suggested that they draw pictures about it.

    c. They see a film.

    d. They are encouraged to tell of something they would like to do.

    e. They take a field trip.

2. They tell their story into a tape recorder, or to a teacher or a teacher-aide who helps them write it down as they tell it, or (if old enough) they write it themselves.

3. They draw a picture about each part. Afterward the text is typed underneath. Or the text can be typed first and the illustrations then drawn above the text. Typing is done on a primary typewriter.

4. The pages for the entire book are made:
    a. Cover page: hand-printed title, possibly with a design.
    b. Title page: title, name of author and his age, suite, name of school, place, and date. (Markham uses suites instead of grades).
    c. Pages of the book: pictures above and text below.
    d. Vocabulary page: all the words used in the story, in alphabetical order, typed.
    e. "The End" page: may be hand-printed; may possibly have little designs.

The Time Element and Motivation

One of the most outstanding characteristics of the Brunson Peer-Produced Learning Program is that it appears to have a profound motivational effect. To preserve this effect (the exact formula for which has so often eluded educators), it is important that the child get his completed book as soon as possible after he has made it. In the Summer 1969 Program at Markham School, with the aid of someone (not a teacher) who does nothing but help children make books, it was possible for him to have it the same day. This involves lamination done at the school, and also some method of binding which can be done at the school, One method of binding used in one suite was to punch holes and insert small metal rings. It is obviously true that if the books have to be sent out to be bound elsewhere, completion takes longer (sometimes days) and thus the satisfaction is not as immediate. Thus access to laminating equipment and some sort of on-the-spot binding method would seem to be necessary for optimal capitalizing upon the effect of immediacy of reinforcement.

Formulating the vocabulary, alphabetizing it and typing it, takes from 10 to 20 minutes, depending of course upon the length of the story. Typing all the other parts of the book (the title page, and the text pages) takes about 10 to 15 minutes. One must also include a few minutes for editing and checking for grammatical or spelling errors, before laminating is done, since it is not possible to correct errors once the book is laminated. This final check of the completed book also includes the erasure of any pencil guidelines used by the child in drawing, and the going over of tiny lines (such as those used in making features in a face) with a pen using black ink.

The use of the tape recorder is a must at some time during the bookmaking. It can in itself be a stimulus if the child is ready. Children vary, of course (some children are "bigger hams" than others); but all were "turned on" by use of the recorder. At just what stage it is used varies with the particular circumstances. When the child comes in with his story all written, he can read it onto the tape. When he is telling it onto the tape, it can be written down as he is speaking. Either way, use of the tape recorder seems to be a rewarding experience for the child. Very shy children may be timid at first about using it, but these can be encouraged, and all are entranced to hear themselves speak!

It is recommended that each exact text always be taped and placed with the book so that children can listen and learn. This is especially effective with their own books, with younger children.

Art

It was noted that some children benefit greatly by special help in art. For instance, they may want to draw a castle that *looks* like a castle--or a horse that looks like a horse. They can become discouraged when their first effort does not turn out well. Encouragement, as well as a little special individual help, is important here. But it is basic that the person in charge of the endeavor does *not* praise something which a child himself knows is not up to par. The child, especially the average TV-sophisticated child of today, will immediately sense the "phoniness" and reject it.

Several helping techniques were used. Practice sheets were used first. Peer-to-peer help,when several children are working together at a table, often results in one child's learning from another how to improve his drawing skill. An art teacher could also be a great help, if available and attuned to the children's needs.

Magic marker pens, the water color type, seem to work out best. The indelible type should not be used, as the ink shows through onto the next page; when this happens, the entire page following has to be covered by another piece of paper to conceal the splotches. Regular wax crayons do not laminate well.

Size of Books

It is recommended that only the page sizes which will fit into the primary typewriter--not more than 11 inches wide--be used. Allowing the child to draw on extremely large sheets will result in delay in producing the book, as the text will then have to be typed on bond paper or small pieces of oak tag, and then rubber-cemented to the pages of the book. The "Elmer's glue" type of adhesive produces bumpy spots when laminated. However, if the correct sizes--6"x9", or 9"x11"-- are used, this entire problem will evaporate, as no gluing will be needed. In the interest of economy, the 6"x9" size is probably the best.

In the early stages of the Peer-Produced Learning Program several very large books were made. These have not held together well, after use in many eager little hands. Some have come apart and had to be rebound. This is another reason why it is recommended that only smaller sizes of books be made.

Record-Keeping

An accurate record of all books should be kept, including the number of pages in each book. If all the books have the same size of pages it will then be possible to figure the cost per book more accurately and to project the cost of the entire production effort of book-making. This record-keeping will also aid in ordering supplies.

The writer has kept a record of all the peer-produced books that she had anything to do with. Entries on the numbered list included the title, author's name, age and suite. For the future, it is felt that the record should also include the number of pages used in each book, and if more than one size of page is used, the size of the pages, for the reasons given above.

An important record is that of the alphabetized vocabulary for each book, in duplicate. These vocabulary lists were the basis for the comparison to the Dolch Word List mentioned in the Introduction, which established the fact that many of the words actually used by Markham children were different from those on the Dolch Word List. This difference may explain some of the success of these books in teaching migrant children to read. These books are written by children, in their own words, about things which they chose to write. The only change that was made was the correction of the occasional grammatical errors that were found.

A boxed card file was also made by the writer for all the books made. This file contains a card for each book, which has on it the title of the book, the author's name, age and suite, and the date. It also has on it the location of the book, and there is room for any other pertinent facts about the particular book or the author. This is an alphabetical file, whose purpose is to tell quickly and efficiently where a particular book is.

Special Problems

It seems to be a moot point whether or not the child should be allowed to take his book home when it is completed. While there is a tremendous pride and feeling of accomplishment felt by each child, which he wants to share with those at home, it is felt that the books made would seem to be needed in the school to teach others how to read. Thus it would seem that they would serve a better purpose if they are kept in the school library or classroom, where they can serve as textbooks and as recreational materials. Knowing that they are there should in itself give the child's self-concept a boost. However, the idea of allowing him to make "one to take home" when he makes "one for the school" seems like a possible solution to this problem.

Conclusions

The practical conclusions of this experience are:

1. It is possible to have efficient and economical production of peer-produced books, if the above-mentioned record-keeping methods are employed, and if the suggestions for technical details are carefully observed.

2. Such production can be accomplished only by having a person who does nothing but help children produce these books. It is perhaps possible that the children could continue individually to produce books without help, once the steps have been accomplished and thus learned, with help. Then the only need would be for the person in charge of the book-making endeavor to check for errors. It is obvious that a teacher cannot accomplish this task and also do her regular job of teaching children.

When we speak of education in its most fundamental sense, we use the word which is derived from the Latin educare, which in turn has its derivation from the Latin verb educare, which means to lead out, or to bring forth. The peer-produced books, a major part of the Brunson Peer-Produced Learning Program which was utilized in the Markham Summer 1969 Program under the aegis of Dr. Willard H. Nelson, Director of Research for Broward County at that time, are a good example of this basic concept of education, because they bring out what is in the child, and do so in a way which improves his self-concept and gives him a feeling of accomplishment. When one considers that it also supplies a school with materials which can be used to educate other children, one realizes how practical as well as how beneficial this program is.

List of Materials

Tape recorder

Oak tag cardboard

"Magic Marker" water-color-type pen sets (8 colors in all)

Newsprint or other economical paper for practice

Laminating material (1,000 foot roll)

Laminating machine

Binders (such as small metal rings)

Gummed reinforcements for holes

Hand punch

Primary typewriter

Some type of binding machine (if using plastic binders)

Poetry and Short Stories

Poetry, with its rhythm, its sophistication, its exaggeration and cryptic implication, is one person's insight into the good, the true, the beautiful, the real. Its intent is to dramatize, set apart and crystallize some facet of life. Young learners, as well as those more mature, can detect almost instinctively whether a poem intends to:

1. tell a story
2. paint a picture
3. focus on human reactions
4. describe aspects of nature
5. comments on life's vagaries
6. amuse

Poetry is for the ear, the emotions and the soul. There is a sublety in poetry not possible in prose. To assure a love of poetry, the young especially should hear it read aloud.

Some form of satisfaction will always emanate from the reading of a poem, if it has been carefully chosen. Children react by dreaming at a thought, sympathizing with a character, becoming angry over an injustice, or hating a cowardly deed.

Within the framework of a language arts program, poetry offers opportunity for the extension of mental imagery, empathy, new experiences, exciting vocabulary, satisfying responses to the written or spoken word, stimulating concepts, and escape from the humdrum.

Children are endowed with natural ability that flourishes and grows if the learning atmosphere provided is one that allows for the expression of ideas feelings and emotions.

The following poems and stories were taken from the booklet, POEMS AND STORIES BY CHILDREN FOR EVERYONE, which was compiled and edited by Mary E. Dorsey. As you will see, these children were allowed to share their fantasies and feelings with others.

My Puppy

I have a puppy his name is Brown. He
plays with me and he runs around.
Linda - 7 years old

Halloween Night

On Halloween night
you should've seen the sight.
All the children were dressed from head
to toe,
In their old ragged, funny clothes.
Down flew an old witch,
In her hand, there was a switch.
She hit at the old ghost,
Right quick he hid behind the post.

They stared at one another
you bet we took cover.
They began to have a fight.
When the ghost took a bite.
The witch let out a holler
she felt something on her collar.
It was a bat hanging on tight.
I could see by the jack-o-lanterns light.
The witches tall black hat
fell on head of the cat.
The witch let out such a screech
We all ran down the street.
The owl said "whoo" whoo, whoo"
We answered we will not tell you.

Bernie - 3rd grade

The Cat Who Went To Three Countries

Once there was a cat who went to three countries. His name was Tame. His first trip was to China. He met some nice people. One was a nice boy. The boy went home to ask his mother could he keep the cat. His mother said "No." The cat left and the boy never saw it again.

The cat went to Mexico and he met a boy named Pono. Pono went home and asked his mother could he keep the cat. His mother said, "No". The cat left again and the boy never saw it again.

The Cat's next trip was to America, that is to Florida in America. He met a girl. Her name was Betsy. Betsy went home and asked her mother could she keep the cat. Her mother said "Yes". The cat was very happy to have an owner, and they lived happy ever after.

Rose - 9 years old

The Walking Head

The Walking Head went to the store. He bought some legs,ears, teeth, and eyes. Then he went home to eat and to sleep. His friend came to his house. They went to the football game. Every one was looking at the Walking Head. He married one of the girls that was looking and became a millionaire.

This is the reason you should have more head than anything else.

Roderick - 10 years old

The Little Girl

Once upon a time there was a little girl. This girl went to the store to get something for her mother to cook. Guess what she bought? Some kind of pork chops. Her mother looked at them and said, "if you don't get them back you can't guess what I will do to you." The little girl's name was trouble. This is what she had ... Trouble.

Deborah - 10 years old

God Give Us a Home

We have looked everywhere
North, East, South and West
Somehow we cannot find
A home where we can rest.

We work, we pray, everyday,
At school we do the best we can
We hope we find a home today
Please God, tell us Your plan.

You know whats best for us
Show us if You will
A little home where we can trust,
And work, and pray, and do
Your Will.

Bernadette - Grade 5

Betty, The Skinny Girl

There was a girl named Betty who was a skinny as my thumb. She was small and light as a feather. She lived in an old match box.

So, one day she went for a walk. But one thing she didn't know, that tropical storm, Lisa was coming about 55 miles an hour.

Poor Betty didn't even know "This is a cloudy day, wonder if some kind of storm is coming? I didn't hear it on my radio." And suddenly WOSH!! It came! Down, down went Betty.

Molly - 5th grade

I Had Love

I had love

and knew it not.

I had eyes

but was blind to it.

I had ears

but could not hear a sound.

I had arms

but could not reach it.

I had a heart

but had not warmth.

I had a backbone

but could not bend it.

I had legs

but I walked away from it.

I had God

but lacked faith.

I had love

and knew it not.

I have loneliness

and this I know.

Delores - 12 years old

Let Him Be

So, he lives life like this -

Thinking he will never miss.

He thinks the air he breathes

Is free! Just don't bother.

Let him be.

Walking slowly down the street,

His mind was spinning. What a treat!

With long brown hair, he couldn't see.

Just don't bother. Let him be.

People looking at his clothes.

Attention! Now he thinks he

Knows just what he wants his

Life to be. Just don't bother.

Let him be.

Let him waste his time away.

Let him have his "fun" today.

Let him mess his mind so free.

Just don't bother. Let him be.

His friends around him think he's cool.

His parents have no time for rule.

It's sort of hard for him, you see.

Just don't bother. Let him be.

So, he lives his life like this -
Thinking he will never miss.
He thinks the air he breathes
Is free! Just don't bother.
Let him be.

Delores - 12 years old

"Joy"

Everyone should have joy,
Especially every girl and boy.
It makes you feel good,
Especially when you are in childhood.

Joy is in your heart and mind.
It wants you to do kind.
To everyone who comes along,
Mostly to the ones near your home.

Joy is what makes the world kind,
You don't have a pay a fine.
Life is a little simple when you have joy,
It makes a real girl and boy.

Gloria - 13 years old

Death

What is death?

Is it when a man stops breathing?

Is it when a man's heart stops beating?

Or is it when a man is alone.

No one to share his common interest.

It is when he can not adapt to his environment?

Is he dead when there is no one to love him?

When there is no one to love and cherish?

In each case he is dead, because he is not

A part of the society in which he lives.

So the man is dead unless he finds someone

That would bring him back to life.

I know this, for I am dead.

My heart hasn't stopped, I am breathing

Yet, I am dead, not physically

But I am dead.

I am not a part of society.

Death strikes me, not physically

Still, in this world, I am a walking

Dead Man.

Charles - 17 years old

Portable Kit

Rationale

Migrant students are frequently absent from school to care for younger sisters and brothers. They also move to go back up stream without notifying school personnel. This kit was designed to help these students become independent learners. Hopefully, the kit will involve other members of the family, including the parents.

Directions to Tutor

*All materials contained in the kit should be explained to the student before he takes it home.

*Include answer keys for all workbooks and worksheets.

*Each kit should be assembled based on diagnostic data of the student for whom it is intended. Be sure to consider the particular interests of each student.

*All reading materials should be geared to the student's instructional level.

Contents

*Cassette Player

*Two library books with tapes

*Creativity Booklet

*Nine easy reading books

*A Dictionary

Contents (continued)

- *Self-teaching word cards
- *Phonics We Use (Level C)
- *Using the Context (Level A)
- *Working with Sounds (Level A)
- *Paper and Pencils

Level

This kit is individually prescribed for an elementary student whose instructional level is third grade.

Puppetry

By Roberta Koert

Subject Matter For Your Puppet Show - The list of the possible subject matter for a puppet show is endless. The student's age should determine the appropriate characters to use. Historical characters, current events, or community involvement efforts may be acted out by older students operating their puppets.

For the younger student, simple book characters, typical home situations, or the "magical land of fantasy" may be play-acted with these whimsical characters.

Decide, first, what subject is relevant to the age student involved. Whether you decide on human or animal characters, these animated puppets can be made delightfully humorous. If the students participate in the actual preparations, including the accumulation of materials to be used and the assemblage of puppets, stage, and props, they may be able to suggest alternative materials and designs, perhaps improving upon the initial creativity of the project.

Making Your Puppets-Finger, Hand, and Prop Puppets - Puppets can be made out of many materials. Inexpensive materials make simple, yet adequate hand, finger, or prop puppets. Some of the materials to be used may be brought to class by the children, inexpensively purchased or/and found in the home. Some item that may be used to make these are paper or plastic drinking cups, tea strainers, paper plates, paper bags, socks, mittens, or wooden spoons. Materials needed, of course, depends upon how intricately you desire the puppet to be. Facial features and other decorative motif for these puppets can be drawn with makers, cut from scraps of material or felt. Perhaps you would prefer to use the very basic-paper and cardboard-attaching with staples and paste or glue.

For the more sophisticated hand puppet, felt or scraps of material can be used to make the body (clothing). A styrofoam ball, such as the ones to make Christmas tree ornaments, covered with a sock or stocking, make an excellent head. For the features and hair, buttons and yarn, and again, scraps of material, may be used. If you have knowledge of embroidery, it may be utilized in puppet making.

Prop stands for hand puppets can be made from simple wire clothes hangers - bent into a three dimensional form that will stand sufficiently on a level surface. Keep the hooked part of the clothes hanger as is, so that the completed puppet may be put directly over the hook to support it. The puppet is then operated by sliding it across the "stage", rather than inserting the hand. This method is very good for young children and if you are going to be using more than two puppets at a time.

Other prop puppets can be made from drinking cups, either the cone shape or the round bottom cups. The cone shape cups make excellent animal characters. They stand by themselves and can either be used as the main character in your puppet show or may be used as part of the surroundings along with other props and a backdrop. An example of the above would be "The Gingerbread Boy", where as the Gingerbread Boy would be the main character of hand puppet and perhaps the fox, a prop puppet. This prop puppet may be utilized as the main puppet in the story of a little red fox.

Finger puppets are fun! A very small amount of material is used to create a finger puppet. Cut a strip of felt - just enough to fit around your finger - and sew or glue in place making a circle or ring. Cut a little figure of the animated character desired, and glue or sew this piece of felt to the front of the circle. Your finger puppet will be ready for dramatization as soon as the features are developed with a marker, crayon, or tiny shirt buttons. One or many finger puppets may be used at a time. A story about health and good eating habits, for very young children, can be created swiftly. Carrots, celery, and a radish could be possible puppets for a very "healthy" story - opposing a decaying tooth finger puppet. These little puppets can be utilized with poetry and short songs. Children love to bring these home!

A Theatre For Your Puppets - Again, how simple or intricately made and detailed the theatre becomes, the choice is up to you and the children. A simple corregated cardboard box can be cut and covered or painted to become a magic setting for your creative efforts. Simple assemblage of a drawstring curtain and an associated background will just about complete the theatre. The finishing touch may be a flashlight used as a spotlight for the leading character. Then -------

CURTAIN UP!

Teacher-Constructed Reading Games

Because each child is different, his instructional approach should be chosen based on his specific needs and interests. There is no one best method or materials that's suitable for all children. Just as some students respond successfully to visual materials, there are others who are more likely to succeed when materials are presented auditorily. The use of teacher-made and pupil-made reading games is another approach that may be effective with some students. The following games were taken from: READING GAMES AND ACTIVITIES by Mary E. Dorsey, Fearon Publishers, Belmont, California, 1972.

It is hoped that these games will provide the tutor or teacher with a variety of ideas and a few surprises to reinforce, enrich or evaluate reading skills.

Auditory Perception of Rhyme

1. Say, "I am thinking of a word that rhymes with bag. It is red, white, and blue. What is the word?" (flag)
2. I am thinking of a word that rhymes with came. It is something that you play. (game)
3. I am thinking of a word that rhymes with cat. It is something that you wear on your head. (hat)
4. I am thinking of a word that rhymes with big. It goes oink, oink, oink! (pig)
5. I am thinking of a word that rhymes with hair. It is something that we sit in. (chair)
6. I am thinking of a word that rhymes with hook. It is something to read. (book)

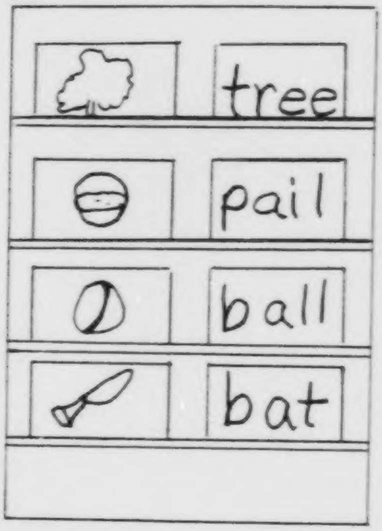
Consonant Bingo

Each pupil is given a card. No two cards have the consonants arranged in the same order. The teacher or a pupil calls a word. The beginning or ending consonant of that word is covered on the card. If the word fish were called, the consonant F would be covered on the card. Pieces of construction paper or beans may be used as covers. The first person who gets a straight row up, down or diagonally wins the game.

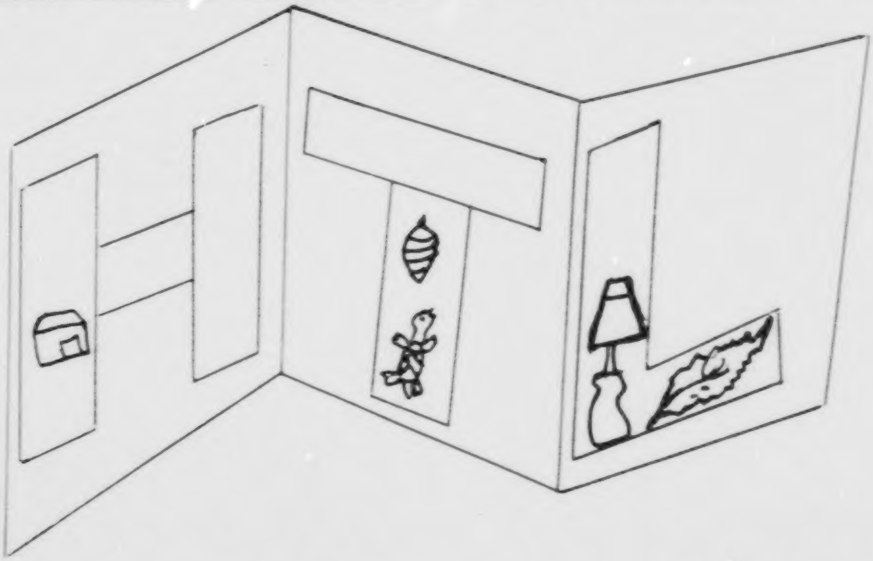
Bb	Ff	Tt	Mm	Hh
Zz	Vv	Yy	Dd	Jj
Gg	Rr	Free Center	Kk	Pp
Vv	Ww	Ss	Nn	Ll
Hh	Mm	Bb	Ff	Rr

Matching Pictures with Words

Use poster board or manila tag to make card holders. Attach a pocket for words beginning with the same sound and pictures that match each word. Ask the pupil to put the picture and matching word together in the card holder. See illustration below.



Initial Consonant Picture Folder (continued on next page)

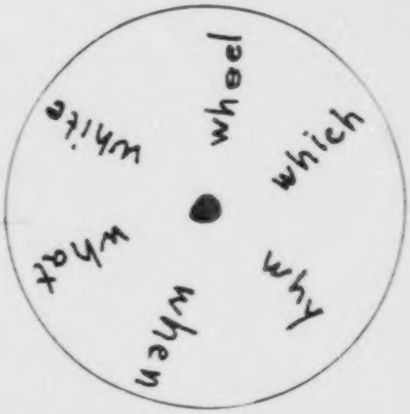


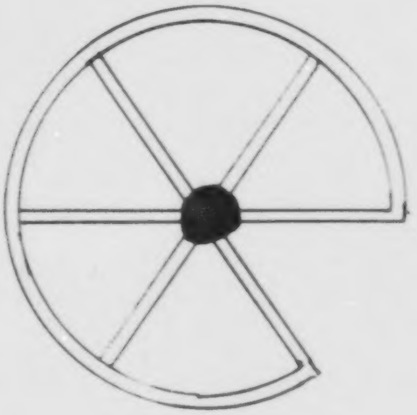
Initial Consonant Picture Folder

Cut giant initial consonants from colored poster board. Draw or cut pictures that begin with the same sound as the consonant. Paste them on the giant alphabet. Put heavy cardboard together with masking tape in an accordian style. This activity will help develop auditory-visual discrimination of initial consonants.

"Wh" Word Wheel

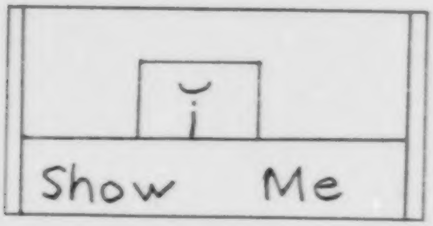
Use poster board to make two wheels of the same size. Write "wh" words on one wheel. Cut an opening on the other wheel so that the words will show. Put the wheels together with a paper fastener.





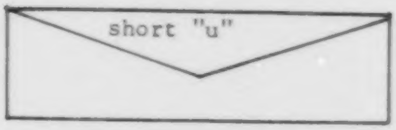
Show Me

Each pupil has a show-me kit with 5 cards (a vowel printed on each card.) The teacher calls a word containing a short vowel. If the vowel is short i, the pupil puts the short i card into the pocket. When the teacher says "Show me", the pupil shows his answer to the teacher. See example below.



Letter Scrambles

Use long white envelopes to insert word cards. On each card scramble the letters of a short vowel or long vowel word. Put a clue on the back of each card.



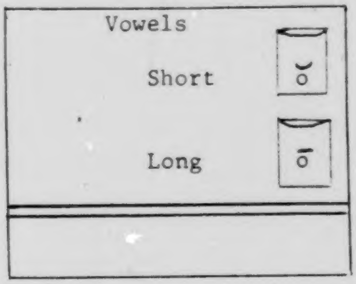
front of card	back
udrm	a toy
kucd	an animal

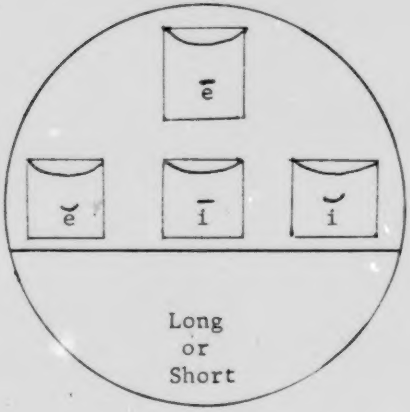
Match-A-Sound

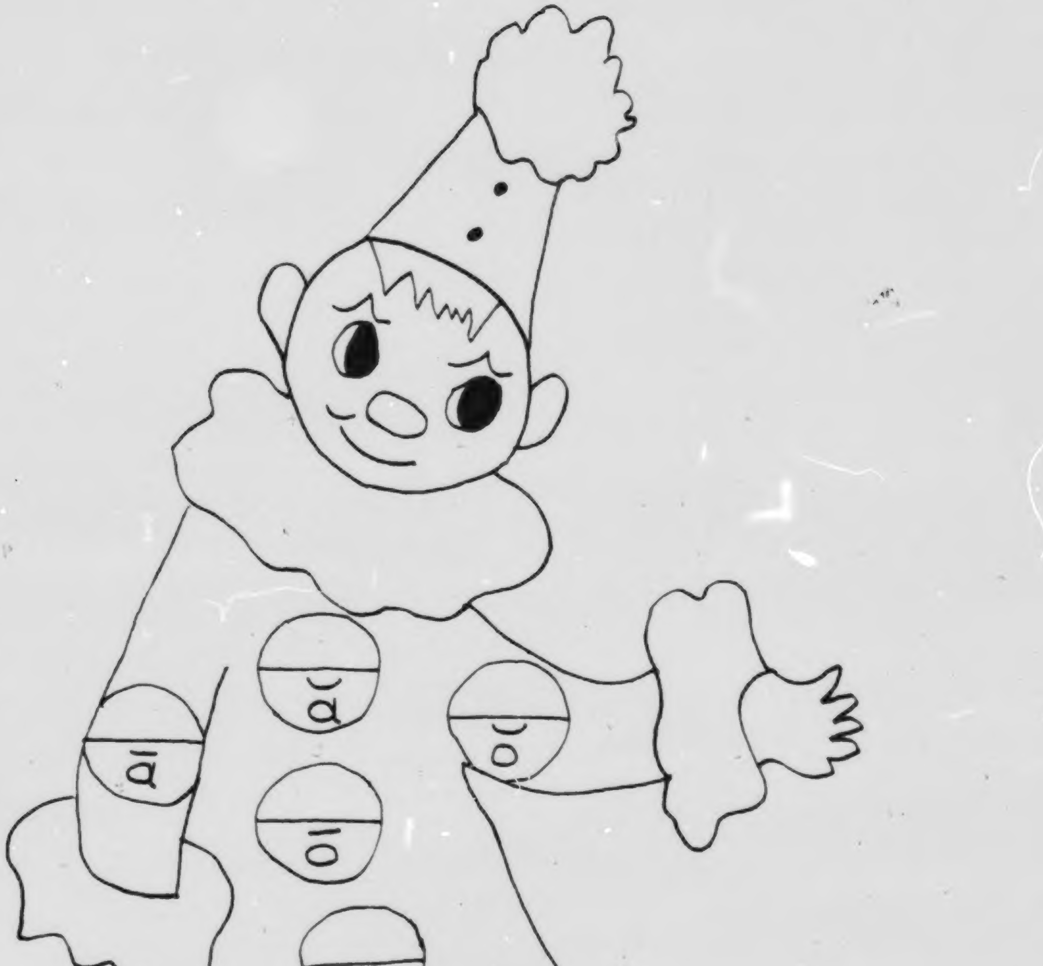
Make a set of 40 cards with short vowel or long vowel words printed on each card. The cards are passed out to the players sitting in a circle. Each player pulls from another until he finds a word with a short vowel that matches one of his -(shed-pet). He puts the cards down on the table, pronounces the words and tells how they match.

Vowel Pockets

Use colorful cardboard to mount two library card holders. In a pocket below, place word cards of long and short vowel sounds. Put the word cards in the correct card holders.






ă
ā
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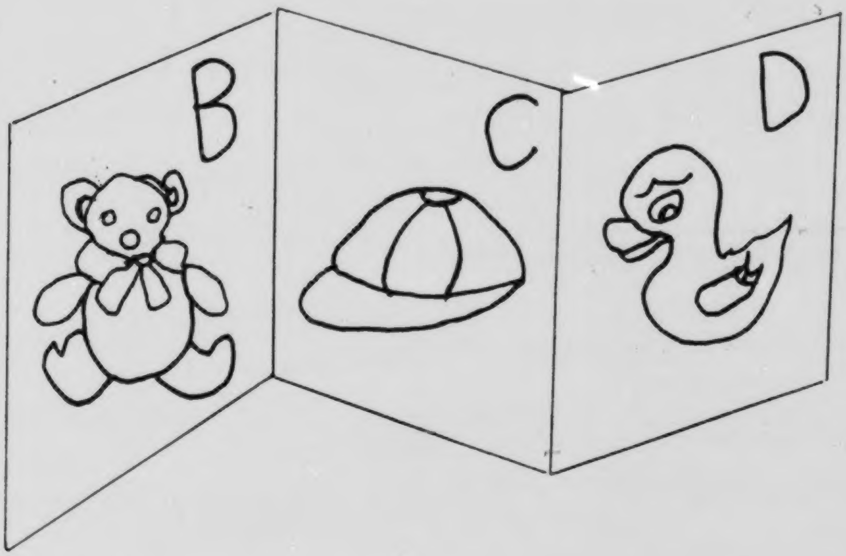
ē
ū

Sam the Clown

Draw and cut out a large picture of your favorite clown. Use felt or construction paper to make circular pockets. Use pictures to be inserted in each pocket. This activity is used to practice auditory discrimination of long and short vowels. See next page for illustration.

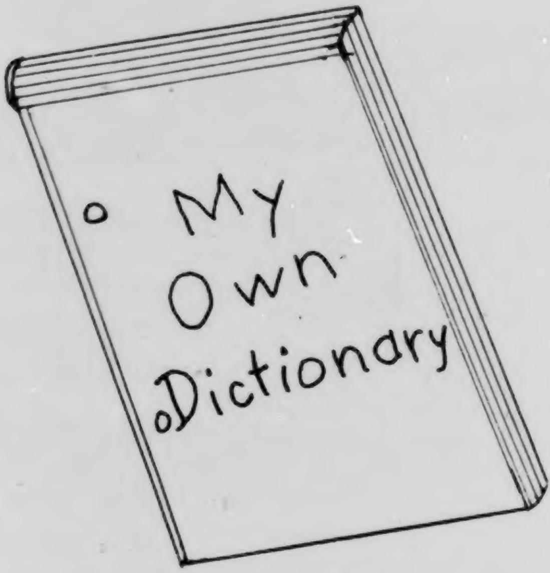
A B C Accordion Book



Put heavy cardboard together with masking tape in an accordion style. Let pupils choose one picture for each letter or several pictures for each letter.

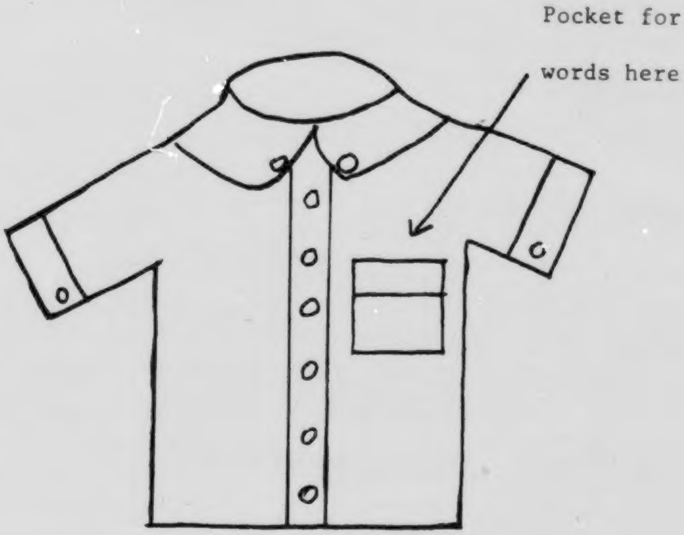
My Own Dictionary

Assist pupils in making a word or picture dictionary of their own. Use construction paper or newsprint for the pages. Bind book with book rings, paper fasteners or staplers. Make cover of dictionary from felt, poster board, wall paper or cover cardboard with cloth. At the top of each page, put an alphabet. The pupil should be encouraged to add unfamiliar words under the correct alphabet.



Speech Consonant "sh" (continued on next page)

Use cardboard, poster board or any other heavy material to make an outline of a shirt. You may choose to cover the board with felt, cloth or wallpaper to add design or color. Put in pocket on the left of the shirt. Write sh words on small cards and insert them in the pocket.



CHAPTER XVI

EVALUATING TUTOR TRAINING: PRESERVICE AND IN-SERVICE

Evaluating Each Objective - Specific Objectives should be written for each activity in which tutors are to engage. This is the only procedure that guarantees that tutors gain the specific skill and/or knowledge that is intended. The only way to know if these skills or knowledge have been mastered is to conduct an immediate on-going evaluation during the training period. The following items may be used to insure a systematic way of keeping up with the performance of each tutor.

Item A is an example of the kinds of statements that may be constructed to evaluate a tutor's performance in the area of Diagnosis. Item B is a Daily Evaluation sheet where the answers (true or false) may be recorded. This sheet should be corrected and the number correctly written in the blank in the lower right hand corner. Item C is a summary of all the scores made on each evaluation exercise. The trainer can see at a glance additional training and/or supervision is needed.

PRESERVICE ACTIVITIES

A. Diagnostic and Background Information Evaluation*

1. The main objective of the Diagnostic Reading Scales is to determine the amount of reading progress that the student has made during the previous year. (False)
2. The three reading levels that are determined by using the Diagnostic Scales are independent level, achievement level, and instructional level. (False)
3. The Interest Inventory helps the tutor to decide which books or activities to use with the student. (True)
4. The six skills which are measured by the Diagnostic Scales are blending, syllables, letter sounds, vowel sounds, consonants and prefixes. (False)
5. The main purpose of an interest inventory is to determine the reading level of the child. (False)
6. The potential level identifies the grade level of recreational and supplementary reading materials at which the pupil can read silently with adequate comprehension. (False)

7. Each substitution in a paragraph is counted as one error, even though several words may be substituted for one in the text. (True)

8. A child who is unable to hear the differences in sounds and words may still have adequate hearing. (True)

9. The Dolch List of 220 basic sight words is widely used in the teaching of reading. (True)

10. A visual perception problem can be corrected with eyeglasses. (False)

* Should be read orally by the person conducting the training after this specific information has been taught to tutors.

Post-Test

Objective #7 Curriculum Materials

1. Barnell Loft series emphasizes structural analysis. (False)
2. Creative Reading Program uses books, records and filmstrips. (True)
3. Decoding for Reading contains a pretest and post test for each unit. (True)
4. Ginn Word Enrichment Program is a complete reading program for primary students. (False)
5. Phonics We Use series includes a set of paperback reading books used for comprehension. (False)
6. Read On includes a series of criterion skill sub-tests and cassette tapes. (True)
7. Random House Reading Program is designed for the lower level reading skills like phonology. (False)
8. Reading Attainment series has an interest level for mature students. (True)
9. SRA labs teach only comprehension skills. (False)
10. One of the components of the New Practice Readers series is a set of correlated records. (False)

Score________________

Post-Test

Objective #7 Audio-Visual Equipment

Directions: Please circle the following statements True or False. This evaluation will help the media department plan a personalized workshop.

Circle

T F 1. The Pen F 1/2 Frame Camera is used to produce slides.

T F 2. Headliner tape is used on the Varityper for printing.

T F 3. Plastic Binding must be put on manually to make books when using the binding machine.

T F 4. The Visual Maker is a photograph Kit designed for making color prints.

T F 5. The Line-O-Scribe is an electric printer used to make signs or posters.

T F 6. The Videotape will make audio and video reproductions.

T F 7. It is necessary to use a copy stand with the Pen F Camera.

T F 8. The Varityper has five (5) lighthouse settings.

T F 9. Perforations and binding can be done on the Combo Binding Machine.

T F 10. The Line-O-Scribe will print posters up to 18".

Score________________

Post-Test

Objective #9 Diagnostic and Background Information

1. The main objective of the Diagnostic Reading Scales is to determine the amount of reading progress that the student has made during the previous year. (False)

2. The three reading levels that are determined by using the Diagnostic Scales are independent level, achievement level, and instructional level. (False)

3. The Interest Inventory helps the tutor to decide which books or activities to use with the student. (True)

4. The six skills which are measured by the Diagnostic Scales are blending, syllables, letter sounds, vowel sounds, consonants and prefixes. (False)

5. The main purpose of an interest inventory is to determine the reading level of the child. (False)

6. The potential level indentifies the grade level of recreational and supplementary reading materials at which the pupil can read silently with adequate comprehension. (False)

7. Each substitution in a paragraph is counted as one error, even though several words may be substituted for one in the text. (True)

8. A child who is unable to hear the differences in sounds and words may still have adequate hearing. (True)

9. The Dolch List of 220 basic sight words is widely used in the teaching of reading. (True)

10. A visual perception problem can be corrected with eyeglasses. (False)

Score_______________

Post-Test

Objective #10 Interpretation of Test Data

True or False

1. A case study includes all pertinent data concerning a student.
2. The Potential Level of a student is the same as Auditory Comprehension.
3. A student is a remedial reading case if he is reading 2 or more grades below his grade level.
4. Family background is very important in a case study.
5. A tutor needs to know a student's instructional level in order to properly instruct that student.
6. Analyzing a student's oral reading is a good method to use to diagnose reading difficulty.
7. Basic sight words are not important since they are repeated so often in all reading material.
8. If a student's potential level is far above his achievement level, he can probably profit from remedial instruction.
9. If a student uses poor word attack skills, he needs direct instruction in phonics.
10. A student should always be told his test scores.

Score________________

Post-Test

Objective #13 Enrichment Activities

True or False

1. The game "Ends and Blends" teaches consonant blends only.

2. The main purpose of enrichment activities is to fill up the student's time.

3. Independent library reading should be encouraged for all students.

4. Storytelling can be used to build concepts.

5. The Linguistic Block Series can be used to teach the structure of language.

6. Choral reading has little value for the poor reader.

7. The Classic Fairy Tales Series is good only for entertainment for children.

8. The best use of filmstrips is to prepare students for the filmstrip before they see it, then review it with them after they see it.

9. Storytelling can be entertaining as well as informative.

10. Library reading, or independent reading, is a lower difficulty level than instructional material.

Score________________

PRESERVICE ACTIVITIES

B. Daily Evaluation Scoresheet

Name ______________________________ Date ______________________

Objective # _______ Statement in Behavioral Terms __________

____

____

1. __________________
2. __________________
3. __________________
4. __________________
5. __________________
6. __________________
7. __________________
8. __________________
9. __________________
10. __________________

No. Correct _____________

PRESERVICE ACTIVITIES

C. Final Evaluation Scoresheet

Name ______________________________ Date ____________________

Obectives	Score
1. Child Growth and Development	____________________
2. Issues Related to Reading	____________________
3. Trends in Reading	____________________
4. Criterion Assessment System	____________________
5. Professional Reading	____________________
6. High Intensity Reading Program	____________________
7. Curriculum and A-V Materials	____________________
8. Reading Skills	____________________
9. Diagnostic Information	____________________
10. Interpretation of Data	____________________
11. Writing Prescriptions	____________________
12. Handwriting Techniques	____________________
13. Enrichment Activities	____________________

Areas of Weakness ____

____

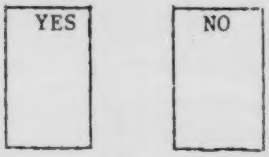
____

Evaluative Techniques - There are several other ways to evaluate the amount of knowledge gained other than "true" - "false" statements that is illustrated in the previous paragraph. Some of these other techniques are explained below:

1. "Yes or No" Game

   This is one of the quickest evaluative procedures because paper and pencil are not required. The only materials that is needed is a yes, no card for each tutor. Cut 3x10" cards from posterboard. Write yes at the top on one side of the posterboard and no at the top of the other side of the board.

   Example:



   As the trainer reads the true, false statement, tutors are instructed to hold up the correct side to the trainer.

At a glance, the trainer can see who is having trouble. Someone else may be given the task of writing down the statements missed by each tutor. (See sample score sheet below)

YES, NO EVALUATION SCORESHEET

Tutors	Items Missed
1. Jane	#4
2. Sandra	none
3. Juanita	#7, 9
4. Larry	
5. Tom	none
6. Sally	
7. Robert	
8. John	#1, 3, 10
9. Debra	
10. Laura	
11. Laura	
12. George	
13. Lucile	
14. Frances	

2. Panel Discussion - This technique is excellent to use with a small group. After the information has been presented by the training staff, specific areas may be assigned to each panel member for discussion. Allow ample time for the panel to prepare the information to be presented to the rest of the group. Explain to the panel that the rest of the group is allowed to ask questions of each panel member on his assigned topic.

3. Sentence Completion - This is another "pencil, paper" technique that is often used for evaluation. Each trainee is given a sheet containing statements to be completed. (See example on next page.)

4. The Team Approach - In this technique, the trainees are divided into teams of equal members. The team is allowed to select a leader. Thought should be given to selecting advanced and slower tutors on each team. The idea is to award points to the team that answers the question correctly.

Reading Trends and Approaches Evaluation

Name ______________________________ Date _____________

Directions: Complete each sentence below with the correct answer.

1. The _____________________ are a series of books structured for use in developmental reading in a sequential manner.

2. _____________________ reading is more effective than the basal method since students may progress at their own rate of mastery.

3. This approach, originated in England and consists of a phonemic alphabet of forty-four lower case letters.

   ____

4. The _____________________ approach tends to capitalize on the intimate relationship between reading and the child's other language skills.

Example: Teams A, B, C, and D are formed with four members on each team. *Indicates the chosen leader.

Team A	Team B	Team C	Team D
Debra	*Lucile	*Tom	Laura
Larry	Sandra	Robert	Frances
*George	Juanita	Sally	Sue
Mary	George	Jane	*Betty

1. The trainer asks a question.

   Explain the three levels that may be determined from administering an IRI. (Points for this question, 15)

2. Team A is allowed to answer first. Any member on the team may answer and may be assisted by anyone else on the team.

3. If the entire answer is not given by Team A, Team B is allowed to answer. If Team A answers correctly, Team B is given another question to answer. This procedure continues on a rotating basis. Questions may vary in the assignment of points. That is, some questions may deserve 25 points, where others may only be worth five points. The team should always be given the value point of the question before attempting to answer. The team with the highest points wins the game. The trainers may keep notes on contributions of each team member.

5. The Group Approach involves assigning a group of tutors (not more than four) to complete an open-book examination. The trainer should provide most of the background information using a multi-media approach. Ask each group of tutors to complete the same open-book examination.

6. Multiple Choice Items - Paper and pencil or flash cards may be used with this technique. If flash cards with the letters A, B, C and D written at the top of each 3x10" card. Read the statement: (Example) One of the major causes of reading problems is A. Poor eating B. not enough sleep C. too much milk or D. Educational policies. The tutors would hold up the card marked D.
If paper and pencil are used, the items would be similar to those below:
Which of the skills below belong in the area of structural analysis?
   A. Compound words
   B. Word meaning
   C. Short vowels
   D. Descriptive words

7. Essay Type Question - This technique is best used with the experienced, advanced tutors. This technique given the trainer a more complete picture about the ability level of the tutor. It involves being able to unite legibly, spell correctly, and express ones self on paper. Listed below are some of the essay type items that were given to tutors following a training session.

   A. How does the environmental background of the child affect his reading achievement?

   B. With regards to reading instruction, how would you use an interest inventory?

   C. The basic types of reading instruction are developmental, corrective and remedial. Define each.

   D. From your readings and involvement in workshops, what is your definition of reading?

8. Tutor-Made Test - This technique involves asking tutors to make up questions about specific topics. They should also include the answer. Tutors should be told that the questions that are made up will be used as an evaluation instrument.

9. Teaching Practicum is the most thorough type of evaluation because the tutor must be able to apply all previous knowledge to plan and teach an actual reading lesson. Tutors should be given adequate time to plan lesson and prepare necessary materials. It is the responsibility of the trainer to explain the criteria by which tutors will be rated. An outline such as the one below may be prepared and explained to tutors before they begin planning their reading lesson. A rating scale such as the one that follows the outline may be used by trainers and other tutors to rate the teaching performances of each tutor.

RATING SCALE

Name of Person Rated ____________________ Date __________

Skill Taught ____

Rate each one of the areas below as Limited, Adequate or Excellent.

Area	Limited	Adequate	Excellent
1. Knowledge of Skill	________	________	________
2. Thoroughness in Teaching Skill	________	________	________
3. Skill Practice	________	________	________
4. Evaluation of Skill	________	________	________
5. Organization and Use of Curriculum Materials	________	________	________
6. Use of Audio-Visuals	________	________	________
7. Interest and Involvement	________	________	________
8. Innovative or Creative	________	________	________
9. Use of Planning Time	________	________	________
10. Overall Effectiveness of Teaching	________	________	________

Remarks or Comments ____

____

____

____

TEACHING PRACTICUM

I. Knowledge of Skill

Terminology of Skill

Level of Skill

Limited - you don't know the skill

Adequate - know skill but level may be too easy or too hard.

Excellent - able to answer questions about skill
aware of appropriate level
very knowledgeable of skill

II. Thoroughness in Teaching Skill

Limited - did not teach skill

Adequate - reviewed, but did not teach skill

Excellent - taught skill and reviewed skill

III. Skill Practice (method used)

Limited - no practice

Adequate - some of pupils

Excellent - everyone understands skill (call on persons who look puzzled or were talking)

IV. Evaluation of Skill

Limited - no evaluation or not enough items to find out if skill is known

Adequate - use of Criterion sheets

Excellent - prepared own evaluation instrument
involvement of most people
immediate feedback to see if pupils understand

V. Organization and Use of Curriculum Materials

Limited - none used in teaching or practice or evaluation

Adequate - some used (one kind)

Excellent - use of several kinds
organized - knowing where everything is (not having to fumble around looking for materials)

VI. Use of Audio-Visuals - (pictures, objects, paper, charts, posters)
↓
sound
involved

Limited - none or just paper

Adequate - more than paper

Excellent - several kinds
appropriate use and grade level

VII. Interest and Involvement

Limited - tutor does all of the talking
students talk very little
students are bored

Adequate - students are interested
some students talk some

Excellent - all students are very interested
all students do most of the talking and participating

VIII. Innovative or Creative

Limited - nothing new in presenting, practicing, or evaluating lesson

Adequate - took time to prepare own materials

Excellent - original ideas - have not been used in presenting practice or evaluating

IX. Use of Planning Time

(Reflected in your presentation)

Limited - inadequate preparation - last minute putting things together

Adequate - did spend some time on thinking about ideas and jotting them down for teaching

Excellent - took a great deal of time for preparing
- Curriculum materials
- Equipment
- Filmstrip
- Language master
- Cards (that you printed)
- Posters or charts that you prepared

X. Overall Effectiveness of Presentation

(rapport with students)
enthusiasm
attitude (when someone doesn't understand)
pleasantness
sure of what you are doing
combination of the above

Limited - unpleasant, dislikes to be questioned,
- inability to make others understand you
- confused students

Adequate - tries to help pupils understand

Excellent - very enthusiastic (seems to enjoy what you are doing)
- pleasant attitude
- communicates well
- gets excellent response from pupils

OVERALL IN-SERVICE SESSIONS

Give your general impressions of these entire in-service sessions. Consider all presentations in your responses to the following opinion items. Circle the number from 1 to 5 that best reflects your opinion (1 lowest - 5 highest).

1. These sessions provided adequate overall understanding and direction toward utilizing the materials for individual pupil needs and compensatory instruction. 1 2 (3) 4 5

2. These sessions assisted me in clarifying the concept of compensatory instruction in reading. 1 (2) 3 4 5

3. The overall sessions were valuable. 1 2 (3) 4 5

4. These sessions adequately prepared me to use the materials and concepts. 1 (2) 3 4 5

5. The room was conducive to productive in-service sessions. 1 (2) 3 4 5

6. What was the most valuable aspect of these sessions?

   The use of various audio-visual equipment.

7. What was the least valuable aspect of these sessions?

   The problem of not having the correct materials for the various sessions.

8. Give your suggestions for improving future in-service.

   Workshops should be required for teachers who have materials being discussed ready to use.

9. What area(s) do you feel that you need further training?

   ____

   ____

   ____

10. What piece of equipment do you feel most comfortable with? ______________________________

At the conclusion of the training session, it will be valuable to the trainers to find out the general impressions of the tutors concerning the training period. A survey such as the one above will aid trainers in the planning of future workshops.

CHAPTER XVII

EVALUATION: POLICIES AND PROCEDURES

A. Tutor Evaluation

1. Preservice and/or In-service

Most tutors entering the Language Arts Tutorial Program are given training in the following areas: (a) Child Growth and Development as it Relates to Learning, (b) Ideas and Issues which Affect the Teaching of Reading, (c) Trends in Reading, (d) The Criterion Assessment System, (e) The High Intensity Management System, (f) Utilization of Curriculum and/or Audio-visual Materials and Equipment (g) Teaching Specific Reading Skills, (h) Diagnostic Instruments and Procedures, (i) Interpretation of Diagnostic Data, (j) Writing Individual and/or Group Prescriptions, (k) Handwriting Techniques and, (l) Enrichment Activities.

A pre-test is administered before each area of training. A post test is administered after training in each area. At the end of this chapter there are examples of some of the post tests. In addition, there is a sample of the score sheet for each objective and the final score sheet for all objectives.

2. Effectiveness with Students

The Tutorial Teacher evaluates the tutor in the following areas: (a) Direct instruction to pupils, (b) Appropriate lesson plans/prescriptions, (c) Organization and use of curriculum materials and equipment, (d) Use of planning time, (e) Pupil's interest and attitude, (f) Tutor's attitude toward student, (g) Receptivity to supervision and assistance, (h) Student's use of independent reading center, (i) Total classroom environment and, (j) Follow-up procedures on absent students.

The Tutor Observation Checklist which follows is completed once monthly by the Tutorial Teacher. The tutor is given a copy of each checklist. The Tutorial Teacher keeps a copy for her/his files.

B. Evaluating Student Achievement

1. Informal Measures

   (a) Informal Reading Inventory (IRI) administered as a pre and post test to measure actual reading performance.

   (b) Sight Words. The Dolch Basic Sight Word List (Part I & II) is checked when entering the tutorial program and upon leaving the program.

   (c) Interest Inventories. Students are asked to complete an interest inventory for the purpose of gearing instruction to interests as well as needs.

2. Diagnostic Measures

   (a) Criterion Assessment. All students (except ESL and High Intensity) are assessed to find out specific skill weaknesses. Each student is assessed until he/she makes five (5) consecutive N's. At that point, he is taught those skills until he passes the learning evaluation. Assessment continues again until the student makes another five (5) N's. Teaching occurs as before and the process is repeated.

(b) Basic Test of Reading Comprehension. This is a ten-minute test that gives the approximate reading level of each student as a guide for initial placement in the High Intensity Reading Program.

(c) Check-In and Check-Out Test. The Check-In Tests indicate precisely which Instructional Objectives (skills) each student needs to master. The Check-Out Test is given to see if the student has mastered the objective.

(d) OLA (Oral Language Assessment). This instrument assists the tutor/teacher in assessing the language functioning of Spanish-speaking students.

(e) Dade County English Language Proficiency Test. This test measures proficiency in oral comprehension and it enables the teacher to give an oral inventory test which measures their proficiency with oral language.

3. Stanford Early School Achievement Test (SESAT). Used as a pre and post test for first grade tutorial students. (Level I as a pre-test and Level II as a post test).

(a) Level I consists of four sub-tests:

Environment

Mathematics

Letters and Sounds

Oral Comprehension

(b) Level II includes six sub-tests:

Environment

Mathematics

Letters and Sounds

Oral Comprehension

Word Reading

Sentence Reading

4. 1973 Stanford Reading Test (SRT). Used as a pre and post test.

(a) Primary Level I (Second Grade) and Primary Level II (Third Grade) includes:

Vocabulary

Reading

Word Study Skills

(b) Primary Level III (Fourth Grade), Intermediate I (Fifth Grade) and Intermediate II (Sixth Grade) include:

Vocabulary

Reading Comprehension

Word Study Skills

(c) Advanced (Seventh-Twelfth) includes:

Vocabulary

Reading Comprehension

C. Program Evaluation

Contracted outside evaluation done by PHIL WELSH ASSOCIATES of

Washington, D.C. The following extractions were taken from the final report, Phase I of the evaluation of the Language Arts Tutorial Program (July, 1974).

1. Summary of Results and Interpretations

The various data analysis indicate that the Region II FMCCP Program met its goals at all three levels - ECLP, First Grade, and 2-12. Two populations appeared to make substantially greater progress than the total population; the two strongest success indicators were the mean gain per month in program (1.44) for the 2-12 group and the (both) absolute and relative gains shown by ECLP. The first-grade population appeared to maintain its relative position from entry to exit, although the data are weaker (in format, content, and volume) than for the other two populations.

For the 2-12 FMCCP Tutorial population, the sex of the student, the general educational and experiential background (within limits) of the tutors, the number of tutors served (within limits) by the tutorial teachers, advanced degree and specialized experience of tutorial teachers in Reading, and exceptions to guidelines 4, 9, 10 and 11 had no apparent effect on student outcomes. Positive outcomes appear to have been facilitated in the following cases:

(a) At the middle-school, high school, and non-ESL elementary levels,

(b) When Criterion or High Intensity Reading programs were used,

(c) For tutors who attended the drive-in workshop, particularly in combination with one of the statewide workshops and/or systematic local training,

(d) When supervision was close, constant, and comprehensive in scope,

(e) Where tutorial teachers have had formal training in tutorial instruction coupled with direct tutorial experience, and

(f) Where a high degree of local satisfaction with materials availability and adequacy exists.

Relatively negative outcomes appear to have occurred in the following cases:

(a) The ESL population at the elementary level (although it could be argued that this is only relative to other FMCCP outcomes and reflective of special problems confronting ESL teachers and students),

(b) Where H-200 was used in instruction (although, as indicated elsewhere, any judgment based on this outcome is probably premature),

(c) Where statewide workshops were not followed up with systematic local training, and tutors did not attend the drive-in workshop,

(d) Where tutorial teachers, for logistical or whatever reasons, did not make daily or more frequent contact with tutors,

(e) Where tutorial teachers were relatively trained in (specifically) tutorial instruction, had degrees in unrelated fields, were former subject-matter-oriented teachers, or showed lack of commitment to child-oriented tutorial instruction, and

(f) Where guideline 19 was violated, in fact or in the opinions of the instructional personnel.

The overall pattern is one of substantial success with a difficult population under difficult circumstances. It should be noted that this section relates only to what the hard data indicate; findings are tempered by the results of formative evaluation in producing the conclusions and recommendations which conclude this report.

2. Conclusions and Recommendations

This section summarizes conclusions drawn from both formative and summative aspects of the evaluation, with matched recommendations within each area. The first section deals with program outcomes, followed by examination of each of the issues identified during the year. For clarity, since this is a final summary report, some recommendations which have already been addressed by the Region are included, as are some problem areas which have already been solved. The attempt here is to be comprehensive yet concise. Elaboration on many of the issues, for the interested reader, can be found in previous quarterly reports, special reports, and individual county reports.

General Conclusions

(a) Available data indicate substantial program success at all levels; the strongest evidence is available for the ECLP and the 2-12 populations.

(b) The pattern of evidence indicates that the outcomes are not random; i.e., that specific treatment conditions contributed to specific outcomes, particularly for the grades 2-12 population.

(c) Variables which do not appear to impact student outcomes include the sex of the student, the general educational and experiential background (within limits) of the tutors, the numbers of tutors served (within limits) by the tutorial teachers, advanced degrees in Reading by tutorial teachers, and exceptions to guidelines 4, 9, 10 and 11.

(d) Variables which do appear to impact performance include the age and grade level of students, reading program used, training of tutors, supervision of tutors, background and specific training of tutorial teachers, and local satisfaction with the amount, type, and availability of materials.

(e) There is a generally positive correlation between the degree of control exercised by the region and student outcomes for the significant treatment variables. (This will be discussed in greater detail later in this section).

General Recommendations

(a) The program should be continued for all levels of students, pre-school through high school.

(b) The Region should strengthen standardization of high-quality efforts within variables which impact performance, through increased control if necessary.

Conclusions and Recommendations Related to Specific Issues

Testing

Conclusions:

(a) The testing record in the Region reveals past inadequacies related to failure to adhere to prescribed testing dates, failure to administer prescribed test levels, and variations in tests and sub-tests administered within individual counties and local jurisdictions.

(b) The evidence seems to indicate that past testing inadequacies relate to inability of the Region to control and monitor the process at the county and local level.

(c) The Region has developed specific plans, in reaction to the above items, for correcting the situation described.

Recommendation:

(a) The region should vigorously pursue its action plans for standardizing testing procedures and materials, including training of local personnel for administration of tests, insistence on attendance at Regional training sessions, close monitoring of test administration and scoring, and Regional selection of test instruments to be used.

Materials

Conclusions:

(a) There is considerable variation within the Region as to local knowledge of available materials, procedures for acquisition, and the distribution mechanisms.

(b) There is evidence of correlation between local satisfaction with materials availability and student outcomes.

(c) The Region aggressively addressed the materials question during the latter half of the school year, through information sessions at the central materials site and an attempt to set up decentralized distribution points. This was seen by the contractor as a definite step in the right direction.

Recommendation:

The Region should strengthen, from the beginning of the year, the processes for insuring widespread knowledge of required and available materials, procedures for requisition and acquisition of materials, and distribution of materials. This should include serious consideration of decentralization of supplies. If a central repository is necessary, consideration should be given to a more central location within the Region.

Responsibility for availability of appropriate and necessary materials should rest directly with the Region, including firm rules for categorical funding and acquisition of materials within the counties.

Supervision

Conclusions:

(a) The quality of supervision provided to tutors appears significant to student outcomes.

(b) Quality of supervision, as expressed in terms of frequency and depth of contact between supervisors and tutors, appears much more significant than the quantitative aspects of direct supervision (ratios of TT's to tutors, number of schools, etc.) expressed in many of the guidelines (although quantitative factors obviously, in some situations, affect qualitative capability).

(c) The statewide workshops were not extremely effective except as supplemented by local follow-up and/or the drive-in workshop.

(d) Taken alone, the drive-in workshop appears to have been the most singularly effective training activity.

(e) Lack of clarity of responsibility, combined with inadequate personnel resources, has hampered all aspects of training and supervision, particularly in some counties.

Recommendations:

(a) Head teachers, or the equivalent, should be provided for all instructional situations (single-or-multiple counties) within the Region.

(b) The position of County Coordinator should be strengthened and clarified, situation by situation, to ensure a complementary coverage of all critical instructional and administrative issues between the County Coordinator and Head Teacher for each county in the Region.

(c) Wherever possible, qualitative aspects of supervision should be strengthened, e.g., by housing tutorial teachers with tutors, reducing tutorial teacher teaching loads - whatever, in each local situation, will facilitate frequent in-depth contact involving all aspects of the tutorial responsibility.

(d) Statewide preservice workshops should be held only in the context of overall, comprehensive training plans which assure follow-up and supplementation.

(e) The drive-in workshop held this past year should be substantially analyzed for possible implication for the total training process for this and future years. Consideration should be given to a series of such workshops during the coming year, either as supplementation of or as a replacement for statewide workshops.

(f) The key to quality supervision, as in other areas, seems tied to the ability of the Region - as the responsible agency - to administer, control, and (thereby) standardize (in hiring, housing, training, equipping, and supervising tutorial instruction) as aggressively as possible.

Regional Coordination

Little of substance can be added here to the lengthy formative report presented on May 17; the reader interested in detail is referred to that report. In summary, conclusions and recommendations in this area follow.

Conclusion:

The Region has responded in an exemplary manner to major regional coordination issues identified during the year, in particular (a) the event analysis procedure for responding to formative evaluation, (b) the information sharing and gathering embodied in the orientation visits and principal interviews, (c) the structured materials packages prepared for guidance to counties in future applications, (d) the proposed clarification and strengthening of the county coordinator/head teacher roles, (e) the restructuring of administrative and instructional responsibility at the Regional level along functional lines, and (f) changes in the format and structure of guidelines for program submission and operations.

Recommendation:

The Region should continue to press vigorously for clarification of County Coordinator/Head Teacher roles at the county level, administrative and instructional functions at the Regional level, and the other activities begun this past year in furtherance of standardization of treatment variables found to be related to student performance.

Post-Test

Objective #1 Child Growth and Development

True or False

1. The pre-school years are often referred to as the formative years.

2. The ability to work with concrete objects rather than abstract ideas is evidenced during the pre-school years.

3. During early childhood, children are unable to distinquish between right and wrong.

4. Play has a vital role in all pre-school programs.

5. During early adolescence, children behave according to a shifting peer code (that is peer pressures over power parental pressures).

6. Puberty means sexual maturity.

7. The ability to handle abstract ideas effectively occurs during adolescence.

8. Attitudes toward social groups and institutions begin developing during early childhood.

9. The school hasn't accepted the responsibilities and functions of society in relation to preparing adolescence for adulthood.

1. Which is usually considered the most frustrating period a person goes through from pre-school through adulthood?

Score________________

Post-Test

Objective #4 Criterion Reading

True or False

1. The teaching of skills is a responsibility of the tutor.

2. The three parts to a performance objective are: conditions, skill, and assessment.

3. If a child makes an N on all structural analysis skills, stop and drop back one level.

4. You should prescribe materials which attempt to teach only the skills which a pupil needs.

5. Structural analysis refers to the study of how words in the English language are formed.

6. Sensorimotor skills include motor, visual and auditory abilities.

7. The hierarchy of skills define the full range of competencies a student must exhibit in order to be able to read.

8. In a skills hierarchy, the ability to perform one task does not depend on the ability to perform other tasks which are prerequisites to it.

9. All assessments are contained in the same booklet on all levels.

10. Process skills are subskills, used after you give the learning evaluation.

Score________________

Post-Test

OBjective #6 High Intensity Reading Program

Directions: Read each true or false item below and place an X in the correct block.

True	False		
( )	( )	1.	The BTRC should be given to all students in the High Intensity Classroom Management-Reading System.
( )	( )	2.	There are two basic sets of components in the complete High Intensity Reading Program.
( )	( )	3.	Instructional Objectives and Prescriptions are provided for each check-in test.
( )	( )	4.	Prescriptive Diagnosis does not have a place in the High Intensity Program this year.
( )	( )	5.	Motivation is enhanced when individualizing is prevelant.
( )	( )	6.	Accountability is a good description of Performance Objectives/Assessment Techniques.
( )	( )	7.	Achievement awards should be part of the daily activities.
( )	( )	8.	All check-in tests should be given before starting students in the main part of the program.
( )	( )	9.	Teachers are given more time to teach groups of students with the High Intensity Program.
		10.	Student's orientation periods should be very thorough.

Score____________

PRESERVICE ACTIVITIES

Daily Evaluation Scoresheet

Name____ Date_______________

Objective #_____________ Statement_________________________________

____

____

1.______________________

2.______________________

3.______________________

4.______________________

5.______________________

6.______________________

7.______________________

8.______________________

9.______________________

10.______________________

No. Correct_______

PRESERVICE ACTIVITIES

Final Evaluation Scoresheet

Name____ Date_______________

Objectives	Score
1. Child Growth and Development	______________
2. Issues Related to Reading	______________
3. Trends in Reading	______________
4. Criterion Assessment System	______________
5. Professional Reading	______________
6. High Intensity Reading Program	______________
7. Curriculum and AV Materials	______________
8. Reading Skills	______________
9. Diagnostic Information	______________
10. Interpretation of Data	______________
11. Writing Prescriptions	______________
12. Handwriting Techniques	______________
13. Enrichment Activities	______________

Areas of Weakness ____

____

____

TUTOR OBSERVATION CHECKLIST

Tutor________________________________ Date______________________________

School_______________________________ Time______________________________

	Excellent	Good	Fair	Poor
1. The Tutor demonstrates his enthusiasm and pleasant attitude by accepting, supporting and encouraging the positive behavior of each pupil.	________	____	____	____

Comments____

____

____

	Excellent	Good	Fair	Poor
2. Given a skill based on a diagnostic assessment and using an assigned area(s), this Tutor and/or student will use equipment or materials provided by the Migrant Program.	________	____	____	____

Comments____

____

____

	Excellent	Good	Fair	Poor
3. Given a tutorial session where interaction is desirable, the student(s) will interact with the Tutor and/or one another.	________	____	____	____

Comments____

____

____

	Excellent	Good	Fair	Poor
4. The Tutor illustrates the existence of an open learning environment by listening to and responding to pupils in a positive manner.	________	____	____	____

Comments____

____

____

TUTOR OBSERVATION CHECKLIST (Continued)

Tutor________________________________

	Excellent	Good	Fair	Poor
5. The Tutor will demonstrate his adaptability to duties by accepting the responsibility to diagnose, record, instruct, and evaluate the reading skills of each pupil.	________	____	____	____

Comments____

____

____

	Excellent	Good	Fair	Poor
6. Following the absentee procedure the Tutor demonstrates interest in his pupils by determining the student's reason(s) for absence from tutorial session(s).	________	____	____	____

Comments____

____

____

	Excellent	Good	Fair	Poor
7. The Tutor demonstrates his dependability by reporting to his school on time and by following the guidelines for being absent.	________	____	____	____

Comments____

____

____

	Excellent	Good	Fair	Poor
8. After assistance from a Reading Consultant, the Tutor exhibits his receptivity to supervision by incorporating the suggested methods and procedures in their teaching style.	________	____	____	____

Comments____

____

____

TUTOR OBSERVATION CHECKLIST (Continued)

Tutor______________________________

	Excellent	Good	Fair	Poor
9. After enrolling in one or more Courses in Language Development, or given a list of professional books and magazines on the teaching of reading, the Tutor reveals an interest in self-improvement by checking out and reading some of these materials and applying the teaching principles.	________	____	____	____

Comments____

____

____

	Excellent	Good	Fair	Poor
10. Given at least one hour planning time each day, the Tutor demonstrates the ability to write individual prescriptions by listing the skill(s) and material(s) needed by each pupil.	________	____	____	____

Comments____

____

____

	Excellent	Good	Fair	Poor
11. Provided with curriculum materials from the Migrant Center, the Tutor demonstrates the ability to organize and utilize these materials by selecting those needed to teach a given skill(s).	________	____	____	____

Comments____

____

____

TUTOR OBSERVATION CHECKLIST (Continued)

Tutor________________________________

	Excellent	Good	Fair	Poor
12. Given in-service training in the teaching of reading skills, the Tutor will demonstrate his knowledge of these skills by instructing pupils in a particular skill as ascertained from his diagnostic profile.	______	___	___	___

Comments____

____

____

Tutor__________________________ Reading Consultant___________________

CHAPTER XVIII

THE MIGRANT STUDENT RECORD TRANSFER SYSTEM

By Dorsey Miller

The Migrant Student Record Transfer System is the means by which all pertinent personal, educational and health data on each migrant child in the program is kept and transmitted.

One of the requirements of the Public Law 89-750 is that application for migrant program grants contain provisions for coordinating of school records of migrant children. In order to provide speed and uniformity in transferring student information on an interstate basis, the MSRTS (as it is popularly called) was developed. The home base of the MSRTS is Little Rock, Arkansas. There are teletype terminals serving each of the forty-eight (48) cooperating states.

The MSRTS is primarily dependent on three factors - they are the school, the terminal and the depository or computer base in Little Rock. When a student enters a new school, he usually brings with him his Transfer Record form (a copy of his educational record), otherwise it is sent to the school from the depository. The Transfer Record form contains Student Information Data, Test Data, Parent Information, School Health Data, and Special Medical Information.

The Medical Record form provides confidential medical history and information and is usually kept by a medical provider (Doctor or Nurse) or the school principal.

Once the student is enrolled in school, the enrollment information is processed by a records clerk and sent to the local Terminal Operator. The T.O., as she is popularly called, transmits this infoformation to the Data Bank where it is placed on the computer.

The computer is programmed to update student records and to transmit critical data upon request by a Terminal Operator. Over 450,000 students have been enrolled on the data bank.

Terminal Operators and Record Transfer Clerks play the most important roles with regards to the operation of the MSRTS.

The T.O. enrolls every identified migrant child on the Migrant Student Record Transfer System, insures proper utilization of the Record Transfer System, and assists in promoting continuity of services through interstate and intrastate cooperation.

Another aspect of the job is to serve as a central collecting point for education and health data and to transmit enrollment, education and health data of identified children received from the schools to the central Data Bank of the Migrant Student Record Transfer System in Little Rock, Arkansas. The Terminal Operator corrects and updates any errors found on students' records and meets established deadlines for withdrawals and keeps necessary files associated with the Record Transfer System.

Record Transfer Clerks gather enrollment, educational and health data from the school for the Terminal Operator. They also identify eligible migrants already enrolled in the schools and encourage the use of the transfer record within the schools. It is the Record Transfer Clerks' job to assist school personnel in the process of data collection for the Migrant Student Record Transfer System and to assist school personnel in the coding and interpretation of Migrant Student Record Transfer Data. Once data is collected, they check for accuracy of data entries, refer incomplete information to Social Educator, Community Health Worker, Teacher, etc. for more complete data. The Record Transfer Clerk is responsible also for transporting available data on children to the Terminal and assisting school personnel in utilization of the capabilities of the MSRTS.

Supportive Services

The Supportive Services component is the lifeblood of the Florida Migratory Child Compensatory Program. Identification and verification of migrant students is a major part of the duties of Supportive Services personnel and the most important aspect of the FMCCP. Several classifications of personnel come under this component. They include: Terminal Operators, Community Health Workers, Social Educators, Recruiters, and Record Transfer Clerks.

Teletypewriters (called terminals) are located in four of the six counties in Region III. Collier, Dade and Broward, the largest counties in the Region, (student enrollment), each serve as a terminal site. Lee County's terminal serves Glades and Hendry counties also. The operators of these machines (Terminal Operators) are responsible for transmitting educational and health data received from schools to the Central Data Bank of the Migrant Student Record Transfer System in Little Rock, Arkansas. The Data Bank (computer) has over 450,000 students enrolled on it. Critical data concerning each student can be received in a matter of minutes. The purpose of the MSRTS is to insure that students' records are kept up-to-date and that they follow him as he moves from state to state or county to county.

Migrant students, because they constantly move from one area to another, have greater difficulty than main stream children with regards to receiving necessary health and medical care. It is the job of the Community Health Worker to help fill this vacuum. The Community Health Worker's primary responsibility is to coordinate the health services provided to migrant children. The health worker also provides visual and auditory screening for migrant children from the Early Childhood level through high school.

Social Educators work basically with Early Childhood students (ages 3-5), however, when situations arise they serve the total migrant student population. A Social Educator's duties are many and varied. She is responsible for coordinating the services provided by community agencies (i.e., Division of Family Services, Churches, etc.) to migrant students. The Social Educator assists in and facilitates the delivery of goods and services to the migrant child and his family, and serves in a liason capacity between the student's family and FMCCP.

The major purpose of the Florida Migratory Child Compensatory Program is to provide compensatory educational and health services for migrant students. However, because of the housing patterns and mobility of the migrant family, many students who qualify as migrants are not being served. Identification and verification of these students is the primary responsibility of the Recruiter. Recruiters make frequent visits to migrant camps, farms and communities whose population includes a large percentage of migrants in an effort to locate children who qualify for these services.

When a migrant student enrolls in a new school, information to be placed on the Data Bank is obtained from him or his parents. The person responsible for obtaining this data is the Record Transfer Clerk. In some counties, secretaries, teacher aides, and even administrators serve as record clerks. In others, clerks are employed directly by the Migrant Education Program. The clerk records data such as last place of residence, date of birth and current or legal parent, etc. on an enrollment form and sends this information to the Terminal Operator. The Terminal Operator transmits this information to the Data Bank in Arkansas.

The aforementioned personnel bear the major responsibility for the success of the Supportive Services component. All FMCCP personnel, including the State Director, are involved in the ever important process of identification and verification of migrant students so that they may be provided by the compensatory educational and health services which they sorely need.

APPENDIX

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
REGION III

TUTOR APPLICATION

Date ____________________

Name: Mr. / Mrs. / Miss ____________________ (Last) ____________________ (First) ____________________ (Middle)

Address: ____________________ (No. Street) ____________________ (City) ____________________ (Zip Code)

Telephone ____________________ Soc. Sec. No. ____________________

In case of emergency notify ____________________ (Name)

____________________ (Address) ____________________ (Phone)

Education:

High School (No. of Years) ____________________

College (No. of Years) ____________________

Are you a student now? ____________ Where? ____________

Are you presently employed? ____________ Retired? ____________

Date available for work ____________________

Previous work experiences with children:

	Organizations	Position	Age Level of Children
1.			
2.			
3.			

743

Availability for tutoring

Days per week: Monday Tuesday Wednesday Thursday Friday (circle)

Hours per day: From ______________ to ______________

References (Persons not related to you)

	Name	Address	Phone	Position or Occupation
1.				
2.				
3.				

Do you have a special interest in reading? ________________________

Why? ____

____

What newspapers and magazines are you presently receiving?

1. ____
2. ____
3. ____
4. ____

Give a brief description of what you think a migrant child is. ______

____

____

____

How would you handle a situation where a classroom teacher interrupts a child's program by refusing to let him attend his scheduled tutoring session on a given day? ____________________________________

____

____

____

How would you handle the following discipline problems?

1. Disruptive behavior during tutorial session? ______________________

2. Repeated tardiness? ______________________

3. Misuse of materials or equipment? ______________________

4. Disrespect for tutor? ______________________

* NOTE:

TRANSPORTATION TO WORK LOCATION, WORKSHOPS, MEETINGS, ETC. IS THE RESPONSIBILITY OF THE APPLICANT.

FILLING OUT THIS APPLICATION DOES NOT MEAN THAT YOU ARE AUTOMATICALLY EMPLOYED.

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
REGION III

BASIC SUPPLIES AND MATERIALS

Attendance book

Blank Cassette tapes

Blank language Master cards

Card holder

Cellophane tape

Chalkboard and chalk

Chart tablet

Construction paper.

Duplicator paper

Felt-tip markers

Gem paper clips

Legal writing pads

Lesson plan books

Manila folders

Manila tag board

Masking tape

Pencils for students

Posterboard

Rubber bands

Ruler

Scissors

Sentence strip

Spirit duplicator masters

Stapler and staples

Student paper
(with guide lines)

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
REGION III

READING TERMINOLOGY

1. Achievement Test - A test that measures an individual's mastery of information or skills.
2. Adolescence - The period in human development from puberty to maturity. In general, the early teens to the early twenties.
3. Affix - Refers to either a prefix or suffix.
4. Antonym - Words that are opposite in meaning.
5. Auditory Acuity - Hearing sensitivity; keeness of hearing.
6. Auditory Memory - The ability to remember sounds.
7. Blends - Combination of two or three letters representing a blended sound as with sm, sp, and str.
8. Closed Syllable - A syllable ending with a consonant.
9. Concept - A classification or systematic organization of the total meaning an individual has for any idea, person, place, thing, or word.
10. Configuration - The shape or pattern of a word.
11. Context Clues - Utilizing surrounding words, phrases, or sentence as an approach to word recognition and meaning.
12. Corrective Reading - Reading instruction designed to correct a specific skill or skills.
13. Decoding - The act of associating the symbol with the sound of the word and its associated meaning; reading.
14. Developmental Reading - Reading instruction designed to develop systematically the skills and abilities considered essential at each grade level.
15. Diagnostic Test - A test designed to locate areas of individual weakness of strength and to determine the nature of the deficiencies.

16. Digraphs - Two letters which have a single sound as in ch and ea.

17. Diphthong - Two vowels in a syllable with a glided blend as in oi.

18. Encoding - The act of recalling the symbols for various sounds, as in spelling a word.

19. Experience Chart - Experience based on the experience of the reader and recorder in chart form.

20. Fixation Pause - The amount of time the eyes spend taking in a word or group of words.

21. Heterogeneous Grouping - The grouping of pupils who are unlike in a given trait or traits.

22. Homogeneous Grouping - The method of providing for individual difference in learning by grouping students who are similar in reading or subject achievement.

23. Individualized Reading - Procedures for providing each pupil with a variety of reading situations, so that each may progress according to his own growth rate.

24. Informal Test - A test which has not been standardized on a group and therefore has no norms; usually teacher made.

25. Listening Vocabulary - The words understood when read by someone else.

26. Open Syllable - A syllable ending with a vowel.

27. Phonics - A method of teaching word recognition.

28. Readability - An objective measure of the difficulty of a book, usually in terms of average sentence length and vocabulary load.

29. Remedial Reading - Reading instruction designed to assist pupils who are reading two or more years below actual grade level; usually takes place outside the framework of class instruction by a special reading teacher.

30. Reading Enrichment - Voluntary or prescribed free or individualized reading.

31. Reading Vocabulary - The words in print that can be recognized and understood.

32. Reversals - Reversed or confused letters or words.

33. Structural Analysis - Studies how words are formed; use of the various parts of words in the English language.

34. Syntax - The branch of grammar dealing with sentence structure and the arrangement of words as elements in a sentence to show their relationship.

35. Synthesis - A building up or putting together, of word parts in sounding a word.

36. Tactile - Perceptible by touch; the sense of touch.

37. Visual Acuity - The sharpness, clarity, or acuteness of vision.

38. Visual Memory - The amount remembered after seeing.

39. Word Discrimination - The skill used in distinguishing between word forms and configuration.

40. Instructional Level
Independent Level
Frustration Level
Capacity Level
} See IRI Manual

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
REGION III

TUTOR SELF-EVALUATION

	YES	NO
1. Have I made every effort to arrange my classroom environment so that it is conducive to learning? (seating, lighting, bulletin boards, etc.)		
2. Are the following components of a good reading program emphasized?		
A. Phonetic Analysis		
B. Structural Analysis		
C. Vocabulary Development		
D. Syntax		
E. Comprehension Skills		
F. Study Skills		
3. Are these materials being used to implement the Criterion Assessment System?		
A. Programmed Materials		
B. Workbooks		
C. Skills File		
D. Library Books		
E. Audio-Visual Aids		
F. Learning Games		
4. Is a love for reading being instilled by providing a variety of easy reading materials?		
5. Am I flexible and receptive to change?		
6. Am I receptive to offers of professional help?		
7. Do I make extra effort to improve my instruction by participating in the following?		
A. Workshops		
B. Conferences		
C. Reading Courses		
D. Recommended Readings		

Continued

Tutor Self-Evaluation

	YES	NO
8. Am I making use of the county's reading resources to individualize instruction?	____	____
9. Have I set up a library center where library books are an important part of my reading program?	____	____
10. Am I creative or innovative with reference to new ideas and techniques in teaching reading?	____	____
11. Is evaluation of reading skills an ongoing process?		
A. Teacher observation	____	____
B. Standardized reading tests	____	____
C. Informal reading tests	____	____
12. Do my students have a positive attitude toward me and toward learning?	____	____
13. Do I have a positive attitude toward my students and toward teaching?	____	____
14. Is learning an exciting, enthusiastic, and motivational experience in my classroom?		
A. Interesting projects	____	____
B. Attractive displays	____	____
C. Concrete objects for exploration and manipulation	____	____
D. Varying techniques, procedures and routine	____	____
15. Do I utilize all student time to the best advantage?	____	____
16. Do I utilize my planning time and make full and adequate preparation each day for my students?	____	____

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
REGION III

TUTORIAL TEACHER'S SELF-ASSESSMENT

Name ______________________________ County ________________

Please indicate on the appropriate line your rating of yourself on the following items:

	Strong	Weak	Need Support
1. Knowledgeable in the areas of assessing and providing assistance to tutors.			
2. Confident in the areas of assessing and providing assistance to tutors.			
3. Makes effort to attend conferences and workshops for self-improvement.			
4. Knowledgeable about the supplies available to me for remediation or suggestions for remediation.			
5. Knowledgeable in developing positive tutor-pupil relationships			
6. Knowledgeable in the procedures for implementing C.R.A. and/or H.I. programs.			
7. Knowledgeable of procedures for developing independent reading skills.			
8. Familiar with the procedures for obtaining materials.			
9. Skilled in use of various audio-visual equipment.			
10. Knowledgeable about multi-level materials and their correlation to C.R.A. and/or H.I. programs.			

Continued

Tutorial Teacher's Self-Assessment

	Strong	Weak	Need Support
11. Familiar with the "chain of command" to be followed when:			
a. ordering materials			
b. requesting meeting with other tutorial teachers.			
c. requesting more Consultant time.			
d. obtaining health services for child.			
12. Aware of the Staff for the other Components in your Region.			
13. Aware of the guidelines established by your Principal for communication with Staff within your school.			
14. Ability to interpret diagnostic data and prescribe for individual students.			
15. Aware of acceptable diagnostic procedures and reporting.			
16. Aware of procedure to follow to report progress or lack of progress of students and tutors.			
17. Condident in planning and conducting workshops for tutors.			
18. Knowledgeable in trends and approaches affecting reading instruction.			

19. Other comments ______________________________

Developed By: Harris M. Blumberg, Ed.D.

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
REGION III

STUDENT APPLICATION

School ______________________________ Date ________________

Name ____________________________________ M ______ F _____
(First) (Middle) (Last)

Address ____
(No. and Street) (City) (Zip Code)

Date of Birth ____
(Month) (Day) (Year)

Place of Birth ____

Parents:

Mother's Name ______________________________________

Father's Name ______________________________________

Do you live with both parents? Yes ________ No ________

If no, which parent? _______________________________

Number of years in school? _____________________________________

Grade ________ Homeroom or Homebase Teacher ________________

Do you work? Yes ____________________ No ________________

If yes, where? ____

Type of work? ____

Hours of work? From _________________ to __________________

Are you presently in a reading program? Yes _______ No ________

If yes, where? ____

What do you do in your spare time? ____________________________

____

Continued

Student Application

Do you want help in reading? Yes ____________ No __________________

If so, why? ____

If you have had traveling experiences, list them: _________________

____

____

To be completed by each student who enters the Tutorial Program.

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
REGION III

STUDENT REFERRAL FORM

To be completed for each student referred to the Migrant Tutorial Program.

School ______________________________ Date ______________

Name of Student ______________________ Grade ____M____F______

Reading level (oral or silent reading tests; standardized or informal)

Name of Tests	Score	Date
1. ______________________	__________	__________
2. ______________________	__________	__________

Chief areas of reading difficulty:

____

____

Health ____

Vision ____

Hearing ____

Other ____

If this student has special needs to be considered in scheduling, please be sure to summarize below (bussing, job, special classes, etc.).

____

____

Additional Comments (Reason for referral, behavior, attitude, interests, etc.)

____

____

Person Making Referral ______________

Position ______________

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
REGION III

GUIDELINES FOR TUTOR ASSISTANCE

In addition to assisting tutors with establishing positive relationships with students, the tutorial teacher should:

1. Check lesson plans frequently and assist tutor with writing student prescription. (Follow prescription form that was given to you during preservice).
2. Check roll book to see if absentees, withdrawals and holidays are recorded correctly.
3. Examine individual student folders for proper content.
4. Assist tutor with the "setting up" and operation of an independent reading center.
5. Assist tutors with the selection and utilization of curriculum materials and audio-visual equipment.
6. Meet with assigned tutors monthly (in a group) to discuss problems, answer questions, and share ideas.
7. Evaluate tutor performance monthly using the Tutor Observation Checklist (see enclosure).
8. Assist tutors with the scheduling of students, making sure schedules are typed and distributed to the proper persons.
9. Checking to see if tutors have ample supplies and materials and ordering same if it's needed. Orders should be forwarded to County Coordinator.
10. Assist tutors with all (testing) diagnostic information.
11. Assist tutor with arranging the classroom environment so that it's conducive to learning (seating, bulletin boards, cleanliness, library center).
12. Assist tutors with handwriting skills, if needed.
13. Examine Criterion or High Intensity records to see if all information is being recorded correctly.

14. Assist tutors with the constructing of reading games for specific skill development.

15. Encourage tutors to try out innovative or creative ideas. These new ideas may be shared during monthly meetings.

16. Keep an individual folder on each tutor. This folder should contain (1) copies of the monthly Tutor Observation Checklist (2) copy of Services to Tutor (see enclosure).

17. Any other task that's beneficial to the success of the tutorial program.

18. Teach tutors how to teach a specific skill by working with students. It is better to show a tutor how, rather than tell her/him how.

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
REGION III

SERVICES TO TUTOR*

Tutor ______________________________ Date (s) ____________

School ______________________________ Hour (s) ____________

Briefly explain assistance given to tutor:

List special help needed by tutor:

Additional Comments:

Tutorial Teacher ______________

*Should be completed after assisting each tutor and kept in that tutor's folder.

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
REGION III

READING GAMES AND ACTIVITIES WORKSHOP EVALUATION

How would you evaluate this workshop? Use the following rating scale:

4 - Excellent; 3 - Good; 2 - Fair; 1 - Poor

Areas of Concern	Rating
1. Explanations of procedures were clearly stated.	______
2. Consultants' assistance increased your knowledge of reading skills and activities.	______
3. Adequate time allotted for workshop	______
4. Display of Reading Games and Activities	______
5. Structure of Workshop	______
6. Display of Curriculum Bulletins	______
7. Effectiveness of these games and activities in an instructional program	______
8. Participants' ability to organize or conduct this type of workshop.	______
9. Participant has the knowledge to construct or organize at least one game or activity.	______

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
REGION III

Preservice Activities - Professional Reading

BOOK REPORT FORM

Book Title ____

____

Author ____

____

Why do you think this book was written?

____

____

____

____

List five important ideas from your book that would be of help to you and other tutors.

1. ____

____

2. ____

____

3. ____

____

4. ____

____

5. ____

____

Which chapter(s) was of most interest to you? ______________

Explain why this chapter was of interest to you. ______________

____

____

____

____

____

____

How will this book help you to be a better tutor? ______________

____

____

____

What other book or article have you read that you would recommend to the other tutors? ______________________________

____

Your Name ______________

Date ______________

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
REGION III

CONFERENCE CHECKLIST

These items may be discussed with the teacher or parent.

Name of Student ________________________________ Date ______________

Teacher or Parent ____

School ____

1. Attendance ____
2. General Health ____
3. Relationship with Tutor and/or peers __________________

   ____
4. Discipline ____
5. Work and Study Habits _________________________________
6. Independent Reading Habits ____________________________
7. Summary of Diagnostic Information

   Achievement Test ______________________________

   IRI ____

   Interest Inventory ____________________________

   Basic Sight Words _____________________________

   Forced Vocabulary _____________________________

   Criterion Assessment (Skill Deficiency) ________

   ____

   High Intensity ________________________________
8. Other ____

   ____

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
REGION III

TUTORIAL PROGRAM

DATE: ____________________________

TO: Principal or Contact Person of
Participating Schools

FROM: Tutorial Program Reading Consultants

SUBJECT: Evaluation of Tutorial Program

The reading staff of the Migrant Education Center is in the process of evaluating the Tutorial Program. Please react to the following items, and return to the Migrant Education Center. We appreciate your cooperation.

1. Would you choose to have the program in your school next year?
   Yes_____ No_____ Maybe, with changes (explain)________________

   ____

   Comments____

   ____

   ____

2. Reactions from teachers, in general. Please check one of the following.

   a. Excellent results from program __________

   b. Some of the children made positive gains __________

   c. Very little carry over from tutorial instruction to the classroom __________

   d. Most of the children made little, or no gain from tutorial instruction __________

3. How would you rate the tutor as to the following?

	EXCELLENT	GOOD	FAIR	POOR
a. Attendance.............				
b. Punctuality............				
c. Rapport with students..				
d. Rapport with teachers..				

4. What suggestions do you have for the improvement of the program?

a. More tutors Yes_______ No_______

b. Access to more materials and equipment Yes_______ No_______

c. Substitutes for tutors Yes_______ No_______

d. More in-service Yes_______ No_______

e. Other____

SIGNATURE:_________________________DATE:_______________________________

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
REGION III

TEACHER EVALUATION CHECKLIST

Student ______________________ Tutor ______________________

School ______________________ Date ______________________

Teacher ______________________ Subject ______________________
(Middle Schools)

The Regional Language Arts Staff is in the process of evaluating the Tutorial Program. Please rate the above student, and return to his tutor. We appreciate your cooperation.

TEACHER EVALUATION CHECKLIST

	Satisfactory	Much Improvement	Little Improvement	No Improvement
A. ATTITUDE TOWARD READING				
Withdraws from reading				
Exhibits emotional problems				
Is attentive				
Enjoys reading				
Chooses to read on his own				

B. CHANGES IN BEHAVIOR				
Uses self-discipline				
Shows anxiety				
Seeks recognition				
Is less timid or shy				
Cooperates with peers and teachers				
Shows negative aggressions				

Continued

Teacher Evaluation Checklist

C. READING SKILLS

	Satisfactory	Much Improvement	Little Improvement	No Improvement
Comprehends what he reads				
Remembers and relates ideas in sequence				
Gets the main idea of what he reads				
Is able to form conclusions				
Predicts outcomes and makes judgments				
Applies phonetic principles				
Uses structural analysis				
Vocabulary extension				
Is able to follow directions				
Uses reference materials				
Works well independently to complete assignments				

Comments:

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
REGION III

SUMMARY OF INTEREST INVENTORY

Student ______________________________ Tutor ________________________________

Initial Form:

1. Was the student able to complete his own interest inventory?

   Yes ______ No ______ Partially ______

2. In general, how would you rate the overall attitude of the pupil toward reading?

   Positive ______ Negative ______ Indifferent ______

Final Form:

1. Was the student able to complete his own interest inventory?

   Yes ______ No ______ Partially ______

2. In general, how would you rate the overall attitude of the pupil toward reading?

   Positive ______ Negative ______ Indifferent ______

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
REGION III

TUTORIAL SUMMARY SHEET
(For Cum Folder)

NAME ____________________ SCHOOL ____________________

GRADE ____________________ DATE __________ SEX __________

(1) READING PROGRAM USED:

______ Criterion
______ High Intensity
______ Both

(2) PUPIL STATUS:

______ Full year
______ Part year

(3) ATTENDANCE:

______90%
______70% - 90%
______50% - 70%
______Below 50%

(4) MAJOR WEAKNESSES:

____

____

____

____

(5) READING BEHAVIOR: (oral, silent, independent)

____

____

____

____

(6) SUCCESSFUL MATERIALS USED:

____

____

____

(7) ADDITIONAL SERVICES RENDERED BY MIGRANT CENTER:

____

____

____

____

(8) ENTRY LEVEL __________
EXIT LEVEL __________
GAIN __________

(9) GENERAL RECOMMENDATIONS:

____

____

____

(10) TUTOR ____________________

Signed ____________________
Consultant

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
REGION III

CURRICULUM BULLETINS

Listing of supplementary curriculum bulletins that have been compiled by the Regional staff or produced with Migrant Education funds. The grade level where the booklet would be most useful are indicated as: (1) primary, (2) intermediate, (3) middle school, (4) senior high school.

Available through: FMCCP - Region III
Department of Dissemination
635 N. E. 1st Avenue
Fort Lauderdale, Florida 33304
Telephone: (305) 764-3900

EARLY CHILDHOOD EDUCATION

HOLIDAY EXPERIENCES FOR YOUNG CHILDREN - contains songs, games, art, activities, puppet patterns, cooking experiences, poems, finger plays, and woodworking activities for the teacher to use in supplementing instruction. (52 pages)

IN THE KITCHEN WITH THREES AND FOURS - selected simple recipes which provide for guided activities in measuring, counting, predicting, observing, smelling, and tasting. (15 pages)

MIGRANT EARLY LEARNING PROGRAM FOR THREE AND FOUR YEAR OLDS - an explanation of general objectives, State Guidelines and location of units. Also includes: characteristics of three and four year old children, suggested schedule for the extended day program, staff development activities, duties of helping teachers, evaluation, and a list of Early Childhood publications available through the Migrant Education Center. (16 pages)

MOTHER GOOSE AND NURSERY RHYMES WITH AUTOHARP CHORDS - includes instructions for playing autoharp. (10 pages)

POTPOURRI - folder of curriculum activities compiled from staff development sessions. Titles include: Colors All Around, Sand Play, Seasons, Pre-writing Experiences, Dental Health Activities, Movement Exploration, My Family, My Farm, etc. (Each enclosure approximately 1 to 6 pages)

REAL EXPERIENCES FOR PRE-SCHOOL MIGRANT CHILDREN - guidelines for planning appropriate field trips for preschool children, suggestions for walking field trips, listings of places to visit in the neighborhood and community (including the location, telephone number, fee and description - specifically Broward County), and activities for follow-up (22 pages)

LANGUAGE ARTS

AN AID TO TEACHERS OF SPANISH-SPEAKING CHILDREN - manual compiled to assist the monolingual teacher in helping the Spanish-speaking child in the classroom. Lists English words and corresponding Spanish pronunciations without emphasis or stress on accent marks - 1, 2, 3, 4. (11 pages)

BASAL READING TEXTBOOKS - anthology of basal reading series from twenty publishing companies. It lists the title of each reader in the series and the approximate grade level - 1, 2, 3, 4. (5 pages)

COMPREHENSION IN READING - gives suggested procedures to assist the teacher in providing an effective developmental program in the comprehension skills - 1, 2, 3. (8 pages)

DEVELOPING READING SKILLS THROUGH POETRY - various types of poems are used to develop many reading skills. Booklet may be used in different ways for poetry appreciation as well as for developing reading skills - 2, 3, 4. (92 pages)

HINTS ON SHARING BOOKS - suggested procedures for sharing books through dramatizations, art expressions, bulletin board displays, oral presentations and written reports. Excellent for supplementing the language arts program - 1, 2, 3, 4. (12 pages)

HOW TO READ A NEWSPAPER - explains the parts of a newspaper, how to use the newspaper efficiently and suggested activities for its use. It includes a quiz on the parts of a newspaper and a student's reading inventory - 2, 3, 4. (34 pages)

INCREASING LISTENING ABILITIES OF CHILDREN: A GUIDE FOR TEACHERS - an excellent guide that includes the following: (a) The listening environment, (b) Stages in listening development, (c) How to teach listening skills and (d) Ideas, activities and experiences in listening - 1, 2, 3, 4. (18 pages)

INDIVIDUALIZED INSTRUCTION - sequential guide for planning and organizing an individualized reading program. It includes a sample of an individual pupil record. An interest inventory and a student self-evaluation sheet - 1, 2, 3, 4. (10 pages)

MASTER GROUPING CONTINUUM - set of five color-coded charts (28"x22", laminated) to help the teacher organize his class for individualized reading instruction in five areas: (a) phonetic analysis, (b) structural analysis, (c) vocabulary, (d) comprehension, and (e) study skills. The accompanying notebook size continuum serves as a lesson plan for recording reading prescriptions - 1, 2, 3.

READING HANDBOOK FOR SECONDARY SCHOOLS - comprehensive booklet for teaching phonics, vocabulary, and comprehension skills. Included are - professional books on reading, books in a series, list of reading tests, bibliography, and distinguished biography for the college bound - 3, 4. (113 pages)

REMEDIAL READING TECHNIQUES - handbook for teachers who need assistance with teaching remedial reading. In outline form, it lists common symptoms of reading disabilities and various techniques for improvement - 2, 3, 4. (11 pages)

RIGHT-TO-READ CURRICULUM GUIDE - provide a general overview of the Right-to-Read materials from fourteen companies. Each program is outlined as follows: (a) description, (b) objectives, (c) skill development, and (d) implementation - 1, 2, 3. (50 pages)

WRITE RIGHT - program for teaching letter writing procedures that may be used by pupils independently or with teacher guidance accompanied by illustrative projectuals - 1, 2, 3. (50 pages)

SOCIAL SCIENCES

AMERICA'S MUSICAL HERITAGE - a musical play that correlates the other areas of the curriculum. It can be given as a total class play for the entire school. All students can be involved - suggested for fifth grade level. (13 pages)

FLORIDA, THE SUNSHINE STATE - a narration and enrichment about Florida for fourth grade level since the study of Florida is emphasized at this level. It suggests props, narrations, costumes, etc. for the teacher and students - 2, 3. (24 pages)

HOME AND FAMILY LIVING EXPERIENCES - teacher's manual that provides information on home and family living experiences to supplement instruction for the migratory child. Included in the themes for instruction are: (1) Food and Food Preparation, (2) Management of Clothing, (3) Home Nursing and Child Care, and (4) Grooming and Personality Development - 1, 2, 3, 4. (83 pages)

FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM
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SUGGESTED PROFESSIONAL READINGS

Betts, Emmett. FOUNDATIONS OF READING INSTRUCTION. New York: American Book Company, 1946. Revised 1957.

Bond, Guy L. and Tinker, Miles A. READING DIFFICULTIES: THEIR DIAGNOSIS AND CORRECTION. New York: Appleton-Century Crofts, Inc., 1957.

Cheyney, Arnold. TEACHING CULTURALLY DISADVANTAGED CHILDREN IN THE ELEMENTARY SCHOOL. Columbus Ohio: Charles E. Merrill Books, Inc., 1967.

Combs, Arthur, et al, PERCEIVING, BEHAVING, BECOMING. Washington, D.C.: Association for Supervision and Curriculum Development, 1972.

Dechant, Emerald V. DIAGNOSIS AND REMEDIATION OF READING DISABILITY. West Nyack, N.Y.: Parker Publishing Company, Inc., 1968.

Della-Piana, Gabriel M. READING DIAGNOSIS AND PRESCRIPTION: AN INTRODUCTION. New York: Holt, Rinehart and Winston, Inc., 1968.

Doll, Ronald. CHILDREN UNDER PRESSURE. Columbus, Ohio: Charles E. Merrill Publishing Company, 1966.

Durr, William K., READING DIFFICULTIES: DIAGNOSIS, CORRECTION AND REMEDIATION. Newark, Delaware: International Reading Association, 1970.

Epstein, Charlott. INTERGROUP RELATIONS FOR THE CLASSROOM TEACHER. New York: Houghton Mifflin Company, 1968.

Gittler, J. UNDERSTANDING MINORITY GROUPS. New York: John Wiley and Sons, 1964.

Harris, Albert J. CASEBOOK ON READING DISABILITY. New York: David McKay Company Inc., 1970.

Harris, Albert J. HOW TO INCREASE READING ABILITY. New York: David McKay Company, Inc., 1970.

Jones, Daisy Marvel, TEACHING CHILDREN TO READ. New York: Harper & Row, Publishers, 1971.

Karlin, Robert, TEACHING ELEMENTARY READING: PRINCIPLES AND STRATEGIES. New York: Harcourt Brace Jovanovich, Inc., 1971.

Kottmeyer, William. TEACHER'S GUIDE FOR REMEDIAL READING. St. Louis: Webster Publishing Company, 1959.

Kvaraceus, William, et al, NEGRO SELF-CONCEPT: IMPLICATIONS FOR SCHOOL AND CITIZENSHIP. New York: McGraw-Hill Book Company, 1965.

Mager, Robert F., DEVELOPING ATTITUDES TOWARD LEARNING. California: Fearon Publishers, 1963.

Passow, Harry, et al, EDUCATION IN DEPRESSED AREAS. New York: Teachers' College Press, 1963.

Raths, Louis, et al, VALUES AND TEACHING. Columbus, Ohio: Charles E. Merrill Books, Inc., 1966.

Rosenthal, Roberts, PYGMALION IN THE CLASSROOM. New York: Holt, Rinehart and Winston, Inc., 1968.

Sanders, Norris M., CLASSROOM QUESTIONS, WHAT KINDS? New York: Harper and Row, 1966.

Schubert, Delwyn G. and Torgerson, Theodore L., READINGS IN READING: PRACTICE, THEORY, RESEARCH. New York: Thomas Y. Crowell Company, 1968.

Smith, Nila Banton. GRADED SELECTIONS FOR INFORMAL READING DIAGNOSIS (Grades one through three). New York: New YOrk University Press, 1966.

Spache, George D., READING IN THE ELEMENTARY SCHOOL. Boston: Allyn and Bacon, In., 1968.

Stauffer, Russell G. DIRECTING READING MATURITY AS A COGNITIVE PROCESS. New York: Harper and Row, Publishers, 1969.

Stockburger, Cassandra,et al, WEDNESDAY'S CHILDREN. New York: National Committee on the Education of Migrant Children, 1970.

Warden, Sandra A., THE LEFTOUTS: DISADVANTAGED CHILDREN IN HETEROGENEOUS SCHOOLS. New York: Holt, Rinehart and Winston, 1968.

Wilson, Robert M., DIAGNOSIS AND REMEDIAL READING FOR CLASSROOM AND CLINIC. Columbus, Ohio: Charles E. Merrill Publishing Company, 1967.